DOCUMENT RESUME

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TITLE	Career Education for Non-Traditional Students. Final Report, July 1, 1976-June 30, 1977.
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SPONS AGENCY	Office of Career Education (DHEW/OE), Washington, D.C.
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IDENTIFIERS	Education Amendments 1974

ABSTRACT

Career Education for Non-Traditional Students (CENTS) was designed to address the career education needs of the adult population through the services of the community college. During the first year of funding (1975-76), the project carried out an extensive needs assessment and, based on this information, designed and developed a series of print-based career education skills modules specifically for the adult community-based population. The self-instructional units included Self (skills training in self-appraisal), Work (learning about the world of work), Decisions (decision making), Preparation (obtaining education and training), and Change (job-seeking and -keeping skills). Evaluation focused on the four modes or classifications of ways the CENTS materials were used: (1) courses offered for credit, (2) groups of life/career planning workshops held in community settings, (3) individuals or users who worked independently through the materials, and (4) institutional interventions focusing on facilitators or counselors who might use the materials in their own settings. (Appendixes, amounting to well over one-half of the report, include evaluation instruments and the Facilitator's Guide to the Career Emphasis Materials, which contains the following material on the series of five books: explanatory materials, goals and objectives, questionnaires and content exam, outline for courses, and description of activities.) (YLB)

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* from the original document. *
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ED190738

CAREER EDUCATION FOR NON-TRADITIONAL STUDENTS

FINAL REPORT

July 1, 1976 - June 30, 1977

A PROJECT FUNDED
BY THE
OFFICE OF CAREER EDUCATION, USOE

Stephen E. Forrer, Project Director

Staff Associates:

Jacqueline F. Cooper
Jane R. Epperley
Jane A. Inge

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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June 30, 1977

CE 019 270

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

CAREER EDUCATION PROGRAM

PARTICIPANT SUMMARY

NOTE. Participants include those DIRECTLY served by the project or, in the case of most parents and persons in the business/labor/industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

FORM APPROVED
OMB NO. 51-R1187

51

NUMBER OF PARTICIPANTS (*see NOTE above*) WHO ARE	RACE/ETHNICITY (*all Participants including Handicapped, Gifted and Talented, and Low Income*)						OF THE TOTAL (*column (6)*) NUMBER WHO ARE			OF THE TOTAL (*column (6)*) NUMBER WHO ARE	
	AMERICAN INDIAN OR ALASKAN NATIVE (*1*)	ASIAN OR PACIFIC ISLANDER (*2*)	BLACK/NEGRO (*3*)	CAUCASIAN/WHITE (*4*)	HISPANIC (*5*)	TOTAL (*sum of columns (1) through (5)*) (*6*)	HANDICAPPED (*7*)	GIFTED AND TALENTED (*8*)	LOW INCOME (*9*)	MALE (*10*)	FEMALE (*11*)
STUDENTS											
ELEMENTARY (*K-6*)											
MIDDLE/JUNIOR HIGH (*7-9*)											
SENIOR HIGH (*10-12*)											
2-YEAR COLLEGE			7	38		45			10	19	26
4-YEAR COLLEGE											
ADULTS (*non-matriculated*)	2	2	6	141	2	153	2		50	34	119
SUB-TOTAL	2	2	13	179	2	198	2		60	53	145
EDUCATIONAL PERSONNEL											
TEACHERS			2	20		22				7	15
COUNSELORS		4	16	104		124				54	70
ADMINISTRATORS			1	6		7				5	2
MEMBERS OF THE BUSINESS/LABOR/INDUSTRY COMMUNITY											
PARENTS											
OTHER (*specify*)											
TOTAL	2	6	32	309	2	351					

OE FORM 467, 2/76

8

OMB APPROVAL NO. 29-R0224

FINANCIAL STATUS REPORT

1. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT: U. S. OFFICE OF EDUCATION (OCE)

2. FEDERAL GRANT NO. OR OTHER IDENTIFYING NO.: 300760278

3. NAME AND ADDRESS OF GRANTEE ORGANIZATION

Northern Virginia Community College
8333 Little River Turnpike
Annandale, Virginia 22003

4. EMPLOYER IDENTIFICATION NO.: 154075906306

5. GRANTEE ACCOUNT NO. OR IDENTIFYING NO.:

6. FINAL REPORT: ☒ YES ☐ NO

7. BASIS OF REPORT: ☒ CASH ☐ ACCRUED EXPENDITURES

8. PROJECT PERIOD (Month, Day, Year) FROM 7 | 1 | 76 TO 6 | 30 | 77

9. REPORT PERIOD (Month, Day, Year) FROM 1 | 1 | 77 TO 6 | 30 | 77

10. STATUS OF FUNDS — PROGRAMS - FUNCTIONS - ACTIVITIES

	(1) CENTS Project	(2)	(3)	(4)	(5)	(6)	TOTAL
a. Total outlays previously reported	35,699.71						
b. Total program outlays this period	41,329.49						
c. LESS: Program income credits	-0-						
d. Net program outlays this period	41,329.49						
e. Total program outlays to date	77,029.20						
f. LESS: Non-Federal share of program outlays	-0-						
g. Total Federal share of program outlays	77,029.20						
h. Total unpaid obligations	-0-						
i. LESS: Non-Federal share of unpaid obligations	-0-						
j. Federal share of unpaid obligations	-0-						
k. Total Federal share of outlays and unpaid obligations	-0-						
l. Total Federal funds authorized	80,000.00						
m. Unobligated balance of Federal funds	2,972.80						

11. INDIRECT EXPENSE: a. TYPE OF RATE (Mark box)

☐ PROVISIONAL ☐ FINAL ☐ PREDETERMINED ☐ FIXED N. A.

b. RATE

c. BASE

d. TOTAL AMOUNT

e. FEDERAL SHARE

12. REMARKS (Attach additional sheets if necessary)

13. Certification - I certify that to the best of my knowledge and belief this report is correct and complete and that all outlays and unpaid obligations are for the purpose set forth in the grant award documents.

NAME TITLE: Stephen E. Forrer, Project Director

TELEPHONE: AREA CODE 703 NUMBER 323 EXT. 3371

SIGNATURE OF AUTHORIZED OFFICIAL

DATE REPORT IS SUBMITTED: 9-1-77

HEW-601T

DEMOGRAPHIC CHARACTERIZATIONS OF PROGRAM PARTICIPANTS

	GENL 100 3-credit Orientation	GENL 108 3-credit Life/Career Planning	GENL 108 3-credit Self Study	Community Services	Community Based	Individual Users	TOTAL
1. American Indian or Alaskan Native						1	1
Asian or Pacific Islander						1	1
Black/Negro	5		2		2	4	13
Caucasian/White	17	10	11	29	38	103	208
Hispanic				1		1	2
2. Handicapped							
Yes						2	2
No	22	11	23	30	21	108	215
3. Low Income							
Yes	7	3		7	8	35	60
No	15	8	23	23	22	74	165
4. Sex							
Male	13	2	4	9	7	24	59
Female	9	9	19	20	14	85	156
5. Age							
22 and under	13	7	1	7		12	40
23 - 35	8		9	13	13	58	101
36 - 45	1	2	7	2	6	29	47
46 - 55		1	1	8	11	8	29
56 - 65						1	1
65 +							

DEMOGRAPHIC CHARACTERIZATIONS OF PROGRAM PARTICIPANTS (Continued)

	GENL 100 3-cred Orientation	GENL 108 3-credit Life/Career Planning	GENL 108 3-credit Self Study	Community Services	Community Based	Individual Users	TOTAL
6. Education							
Less than high school or high school diploma	9	5	4	7	4	16	45
2 years' college or vocational school	11	5	12	7	6	35	76
2 - 4 year college	2		4	11	10	28	55
over 4 years	1		3	5	10	29	48
7. Employment							
Less than 1 year	5	3		4		10	22
1 - 5 years	12	6	9	13	10	44	94
6 - 10 years	4	2	7	4	9	37	63
11 - 20 years			5	8	5	15	33
Over 20 years							
8. Career Help Received in Past *							
None	16	6	19	19	22	N. A.	82
From Counselor	2	4	3	7	7	39	62
From Course	1		1	1	0	23	26
Unspecified			3	4	1		8

* Multiple responses increased N.

CAREER EDUCATION PROGRAM

FINAL REPORT

CENTS PROJECT - NORTHERN VIRGINIA COMMUNITY COLLEGE

1. **PROJECT NO:**

554AH60450

2. **GRANT NO:**

300760278

3. **NATURE OF REPORT:**

Final

4. **PROJECT TITLE:**

Career Education for Non-Traditional Students
(CENTS Project)

5. **PERIOD COVERED BY THIS REPORT:**

July 1, 1976 - June 30, 1977

6. **CATEGORY OF PROJECT:**

Adult and Community Setting

7. **PROJECT DIRECTOR:**

Dr. Stephen Edward Forrer

8. **GRANTEE, INSTITUTION, ADDRESS, PHONE:**

Extended Learning Institute
Northern Virginia Community College
8333 Little River Turnpike
Annandale, Virginia 22003
Phone: (703) 323-3368, 3373

9. **MAJOR ACTIVITIES**

A. Background

Career Education for Non-Traditional Students was designed to address the career education needs of the adult population through the services of the community college. During the first year of funding (1975-76), the project carried out an extensive needs assessment and, based on this information, designed and developed a series of print-based career education skills modules specifically for the adult community-based population. These self-instructional units include skills training in self-appraisal, learning about the world of work, decision-making, obtaining education and training and making the transition from education to work and from work to education.

The major activities of the CENTS Project, during 1976-7, were based on the major project objectives:

- To demonstrate, through strategies, methods, techniques and materials, how a two-year community college effectively can provide career education skills programs directly to the adult, non-traditional student.
- To demonstrate how effective career education skills programs for adult, non-traditional students can be coordinated by the community college, but programmatically located within community-based delivery systems.

B. Administration

The staff for the 1976-77 project included:

Dr. Jacqueline F. Cooper
Dr. Jane R. Epperley
Dr. Stephen E. Forrer
Ms. Jane A. Inge

The administrative support staff included:

Ms. Mary Sheldon
Ms. Gloria Sitrin

C. Activities

Major activities in support of the project objectives fall into three categories:

1. Final writing, editing and printing of materials
2. Demonstration and Pre-Evaluation Testing
3. Demonstration and Evaluation

A major effort was mounted during the Fall to put CENTS material into a form ready for publication. All six units were carefully re-read and re-worked to make them as effective as possible. Much of the re-write effort was based on evaluation information received during the end of 1975-76 from professionals and others who were asked to review the materials. In addition, graphics and charts were designed to be included with the text. Finally, the entire series was type-set and sent to the printers. The result of this effort appears in Appendix A. Evaluation, presented in this report, indicates that we were successful in designing a series that was self-directed, visually interesting and usable.

Another major effort, occurring during the Fall, included setting up demonstration sites as well as pre-evaluation testing of the materials.

Since evaluation is tied closely to the academic calendar, it was decided to make the major evaluation effort during the Winter Quarter (January-March); therefore, during the Fall Quarter, the material, delivery systems, evaluation techniques and instruments went through a thorough formative evaluation to insure effectiveness and usability. Sites included Northern Virginia Community College, University of Maryland University College, NVCC community services courses, the Extended Learning Institute of NVCC.

These four instructional modes provided the staff with the opportunity to design systems using the CENTS material and provide these systems for the winter evaluation effort.

EVALUATION OVERVIEW

Project Objectives

Specific project objectives that formed the basis for program development and, therefore, program evaluation were as follows:

A. To demonstrate through strategies, methods, techniques and materials how a two-year community college effectively can provide career education skills programs directly to the adult, non-traditional student. Modes implemented under this objective included:

1. Instructional programs, both classroom-based and self-instructional.
    a. Three Credit Campus-Based Career Education Course.
    b. One Credit Campus-Based Career Education Course.
    c. Extended Learning Institute/Time and Space Free Career Education Course.
    d. Non Credit Community Service Course.
2. Individualized Usage/Campus Learning Labs.
3. Institutional Interventions/Campus Counselor Training and Usage.

B. To demonstrate how effective career education skills programs for adult, non-traditional students can be coordinated by the community college, but programatically located within community-based delivery systems. Modes implemented under this objective included:

1. Instructional programs
    a. Community Service Course
    b. Women's Center Course
    c. Community-based Course
2. Individualized Usage/Public Libraries
3. Institutional Interventions/Facilitator Training and Usage.

Modal Types

The various modes listed under the above objectives have been grouped into four classifications of ways to use the CENTS materials: with (1) Courses, (2) Groups, (3) Individuals, and (4) Institutional Interventions. This grouping was done because the evaluation procedures were similar for the modes within each classification.

The first grouping, "Courses" involved application of CENTS materials to formal courses offered for credit. In these modes we were able to retain a relatively high degree of control over the amount of coverage of the CENTS materials. While the degree of coverage differed slightly from course type to course type within this category, all of these students were expected to read the entire series of CENTS workbooks. We focused our content evaluation in this classification for this reason.

The "Group" category consisted of life/career planning workshops that were held in various community settings. These groups were organized and carried out for shorter periods of time than the structured courses and, on the whole, were less expensive and less formal. Because of the nature of these groups and the needs of the participants, the group members were not required to delve in depth into each and every unit in the CENTS workbooks. In these modes, the focus was primarily on the immediate individual career development needs of the participants.

Programs in the third modal type, "Individuals", had as their focus the individual. Users entered into this mode as individuals rather than as group members and they independently worked through parts or all of the CENTS materials as determined by their own immediate career needs. This treatment was intended to approximate what would happen if an interested individual were to purchase the CENTS workbooks and then work through them without any built-in professional or para-professional help.

The final category, "Institutional Interventions", focused on facilitators or counselors who might use the CENTS materials in their own setting to service clients, individually or in groups.

Thus, the presentation of the CENTS Project evaluation will follow this order:

A. COURSES

1. Three Credit Campus-Based Career Education Course.
2. One Credit Campus-Based Career Education Course.
3. Extended Learning Institute/Time and Space Free Career Education Course.

B. GROUPS

1. Community Service.
2. Women's Center.
3. Community-Based.

C. INDIVIDUALS: Learning Lab and Public Library-Based.

D. INSTITUTIONAL INTERVENTIONS (Counselor/Facilitator Evaluation).

Criteria of Success

The major criteria of success which we used to determine the degree of effectiveness of the various modal applications of the CENTS materials were:

(1) The user should attain individually tailored career education goals related to modal objectives.

(2) The user should demonstrate knowledge of the content contained in the CENTS workbooks.

(3) The user should express satisfaction with the course and the workbooks.

(4) The user should perform certain behaviors related to major workbook objectives.

Measurement of Criteria of Success

The first criteria, attainment of individual career education goals, was measured by means of Goal Attainment Scaling.

Goal Attainment Scaling is an assessment technique originally developed by Kiresuk and Sherman (Community Mental Health Journal, 1968). It was selected as an evaluation technique for the CENTS program because it preserves the individuality of learning goals of the people we serve while it simultaneously provides a standardized outcome criteria for subject groups.

Goal attainment scales are individualized 5-point scales ranging from -2 through 0 to 2 with two intermediate levels. Individual outcomes are operationally expressed on this 5-point scale (-2,-1,0, 1, 2) where the zero scale value represents an "expected level of treatment success" and serves as a benchmark against which greater than expected success may be assessed. Thus, a goal of greater than expected success with treatment is scaled as 1 and a goal of best anticipated success is scaled at 2. Scale values of -1 and -2 represent less than expected success and most unfavorable outcome, respectively.

Before treatment, students filled in the Guide to Goals (AppendixB), a programmed goal setting packet. They ended up with a completed Goal Attainment Follow-up Guide (last pages of the Guide to Goals), which they turned in to their group/program leader or class instructor. Further work was done with each student in an individual interview to refine the student--constructed scales. When the treatment was completed, students were contacted to determine the extent to which they attained their goals. This estimate was given a numerical score of 2, 1, 0, -1, or -2, corresponding to each of their scales. This estimate was, in turn, converted to standardized scores (Kiresuk and Sherman, 1968) belonging to a theoretical distribution, with a mean of 50 and a standard deviation of 10. Thus, it was possible to quantitatively assess how well personal goals have been met for each individual and for each group of individuals.

The second criteria of success, demonstration of knowledge of the content contained in the CENTS workbooks, was measured via a 50 item multiple-choice exam constructed and pilot tested by Policy Studies in Education (Appendix C). There were ten items for each of the units.

The final two criteria of success, user satisfaction and performance of behaviors related to major workbook objectives, were measured by an attitudinal questionnaire developed by the authors relying upon user self-report. The course, group, and individual user questionnaire may be found in Appendix D, while the institutional intervention (facilator/counselor) questionnaire may be found in Appendix E.

A. COURSES

1. Three-Credit Campus Career Education Course

Setting: Northern Virginia Community College, Annandale.

Target Population: Students who typically enroll in the programs at Northern Virginia Community College (NVCC).

Learning Objectives:

1. The CENTS students' mean post Goal Attainment Score will be at least 50.

2. The mean gain from pretest to posttest content test scores in self-assessment, understanding work, understanding education and training options, decision making skills and transition skills, will be higher for CENTS students than for non-CENTS students by a statistically significant amount (.05 level).

3. At least seventy-five percent of the CENTS students will express satisfaction with the course and the workbooks.

4. At least an average of sixty percent of the CENTS students will report performing behaviors related to major workbook objectives.

Treatment/Participant Activities: Participants attended a 12-week, 3-credit, class/group based, life/career planning course, based on the CENTS materials. This course included lectures, class discussion and group exercises. (See Appendix F for detailed course plans.) Students were required to complete all units, attend 80% of the group sessions, respond (in written form) to selected checkpoints for each unit, complete a course project and take a final exam.

Design: Three Group Pretest-Posttest Control and Comparison Group Design

Pre		Post
O_1		O_1
	X_E	O_2
O_3		O_3
		O_4
----------	----------	----------
		O_2
O_3	X_{Con}	O_3
----------	----------	----------
		O_2
O_3	X_{Com}	O_3

where

O_1 = Goal Attainment Follow-up Guide

O_2 = Demographic

O_3 = Content Test

O_4 = Satisfaction Questionnaire

X_E = Treatment

X_{Con} = Control

X_{Com} = Comparison

---- = intact, static groups with no random assignment

Sample Size, Characteristics and Selection Process

Group	Size	Characteristics	Selection Process
Experimental	11	NVCC students who were primarily young, white, middle class, recently out of high school and female.	NVCC students who elected to enroll in the course, either as a result of a counselor referral or as a response to minimal advertising. Originally, 13 registered for the course, with 2 students dropping out during the semester.
Comparison	10	Same as above	NVCC students who elected to enroll in the course, either as a result of a counselor referral or as a response to minimal advertising. Originally 15 registered for the course, with 5 students dropping out during the semester.
Control	22	Undergraduates in their junior or senior year at the University of Maryland. Primarily young, white & middle class.	Undergraduate students enrolled in an Introduction to Counseling course at the University of Maryland, who reported career development needs and interest in enrolling in a career development course similar to that in which the experimental students were enrolled.

Pre-Treatment Evaluation Instruments:

Content test (Appendix C)
Goal Attainment Follow-up Guide (Appendix B)

Post-Treatment Evaluation/Instruments:

Content test
Goal Attainment Follow-up Guide
Demographic Questionnaire (Appendix G)
Satisfaction Questionnaire (Appendix D)

Times of Administration:

January (pre) and March (post), 1977

Results

Goal Attainment

Pre, Post and Change Goal Attainment Scores

Student	Pre GAS	Post GAS	Post GAS-Pre GAS
1	39.92	73.04	33.12
2	35.15	79.70	44.55
3	50.00	55.10	5.10
4	22.80	44.90	22.10
5	25.93	67.03	31.10
6	20.96	57.26	36.30
7	20.96	46.37	25.41
8	24.88	40.58	15.70
9	22.14	51.99	29.85
10	46.55	79.90	33.35
Mean GAS Scores	30.92	59.58	27.65

$t^* = 7.58$ $p < .01$

Goal Success-Failure Rate

Total # of Goals	# of Successes	# of Failures
40	34 (85%)	6 (15%)

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* The t test was computed to measure change from Pre to Post GAS score in all groups.

Results (cont'd.)

Goal Attainment

Content Analysis of Goals Set By Students

UNITS	Frequency	Percentages
DECISION-MAKING i.e., improving decision making skills	3	8%
SELF-APPRAISAL i.e., determining interests, skills and values	12	30%
WORK i.e., learning to find career information	7	18%
PREPARATION i.e., determining appropriate career preparation	10	25%
CHANGE i.e., conducting an effective job interview	0	0%
COMBINATION OF ABOVE/MISCELLANEOUS i.e., which career should I go into	8	18%

Results: (cont'd)

CONTENT EXAM

Content Test Means and Standard Deviations

		Experimental (n=11)		Control (n=22)		Comparison (n=10)	
		Pre	Post	Pre	Post	Pre	Post
TOTAL SCORE	M	31.82	35.18	31.73	35.27	28.70	34.60
	SD	3.40	3.57	4.44	4.04	8.56	6.31
DECISIONS Subscore	M	5.64	7.73	6.14	7.73	4.40	7.10
	SD	.51	.91	1.36	1.55	2.00	1.45
SELF Subscore	M	8.64	8.09	8.73	8.50	7.90	7.60
	SD	1.03	1.04	1.55	1.60	1.80	1.71
WORK Subscore	M	6.46	6.64	5.41	5.64	5.80	6.40
	SD	.82	1.80	1.30	1.43	1.69	1.71
PREPARATION Subscore	M	5.82	7.09	4.91	6.50	4.80	6.40
	SD	.87	1.30	1.63	1.23	2.25	1.58
CHANGE Subscore	M	5.27	5.64	6.55	6.91	5.80	7.10
	SD	2.28	1.50	2.04	1.69	3.46	1.79

Results

Content Exam (cont'd.)

Total Score Analysis of Covariance

Source	SS	DF	MS	F	P<
Within Cells	465.921	39	11.947		
Regression	362.480	1	362.480	30.341	.001
Con. vs. E+Com. *	1.701	1	1.701	.142	.708
E vs. Com. **	6.517	1	6.517	.546	.465

Decisions Score Analysis of Covariance

Source	SS	DF	MS	F	P<
Within Cells	77.070	39	1.976		
Regression	.376	1	.376	.190	.665
Con. vs. E + Com.	.453	1	.453	.229	.635
E vs. Com.	1.381	1	1.381	.699	.408

Self Score Analysis of Covariance

Source	SS	DF	MS	F	P<
Within Cells	8.526	39	.219		
Regression	82.283	1	82.283	376.367	.001
Con. vs. E + Com.	.509	1	.509	2.329	.135
E vs. Com.	.232	1	.232	1.063	.309

Work Score Analysis of Covariance

Source	SS	DF	MS	F	P<
Within Cells	101.984	39	2.615		
Regression	.053	1	.053	.020	.888
Con. vs. E + Com.	7.439	1	7.439	2.845	.100
E vs. Com.	.241	1	.241	.092	.763

Preparation Score Analysis of Covariance

Source	SS	DF	MS	F	P<
Within Cells	101.704	39	2.608		
Regression	9.561	1	9.561	3.666	.063
Con. vs. E + Com.	5.193	1	5.193	1.991	.166
E vs. Com.	15.546	1	15.546	5.961	.019 ***

Change Score Analysis of Covariance

Source	SS	DF	MS	F	P<
Within Cells	110.427	39	2.831		
Regression	.837	1	.837	.295	.590
Con. vs. E + Com.	2.740	1	2.740	.968	.331
E vs. Com.	10.693	1	10.693	3.776	.059

* Control versus Experimental and Comparison
** Experimental versus Comparison
*** Significant at less than .05 level of significance

Results (cont'd.)

Satisfaction Questionnaire*

Opinions

- 100% of the students were either satisfied or very satisfied with the course, instructor and the workbooks.
- 100% of the students would recommend the Life/Career Planning course and workbooks to a friend with career problems.
- 3 hours per week and 30 hours total was the average amount of time spent reading and working through the workbooks.
- The EMPHASIS workbooks helped 100% (70% mostly, 30% partly) of the students resolve their career concerns which led them to seek out career planning help.

Behaviors Performed

PERCENTAGE OF STUDENTS WHO PERFORMED BEHAVIORS RELATED TO MAJOR WORKBOOK OBJECTIVES			
used the step-by-step decision making process at least once	100	researched local education and/or training options	60
prepared a list of satisfying decisions	70	investigated the education and/or training for entering occupation of interest	60
set short-term goals regarding a decision I need to make	100	visited a school or training site to get information	40
set long-term goals regarding a decision I need to make	80	submitted an application to a school or training program	30
completed a step-by-step analysis of achievements	70	conducted an informational interview	100
wrote an autobiography	90	made at least one contact for job information	70
identified major interests, skills and values	100	wrote my resume	40
decided which 3 Holland groups resemble my interests and personality the best	100	practiced job interviewing with a friend	40
investigated several occupations using print-based sources of information	80	plotted career pattern through 10 years in future	50
decided on what monetary and non-monetary rewards I need from ideal job	80		

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* The complete results, from which this descriptive summary was taken, are contained in Appendix D.

Conclusions Regarding Learning Objectives

1. The mean Goal Attainment Follow-Up Score of the 3-credit campus career education course CENTS students was 59.58, considerably higher than the stated objective of 50. Eighty-five percent of the students' goals were successfully attained.

2. The mean gain from pretest to posttest content scores in decision-making skills, self-assessment, understanding work and transition skills, was not higher for CENTS students than for non-CENTS students by a statistically significant amount (.05 level). The mean gain from pretest to posttest content score was, however, higher for CENTS students than for Comparison students, in understanding education and training options.

3. One hundred percent of the 3-credit campus career education course CENTS students expressed satisfaction with the course and the workbooks, considerably higher than the stated objective of 75%.

4. The percentage of CENTS students who performed the 19 behaviors related to major workbook objectives, ranged from 30 to 100% and averaged about 72%, higher than the stated objective of 60%.

* * * *

Discussion

Although, in general, CENTS students did not appear to gain significantly in their knowledge of the content contained within the CENTS workbooks (as measured by the content test), they did attain the career related goals that they set out to achieve, they were overwhelmingly satisfied with the course and the workbooks, and they performed a large percentage of the behavior related to major workbook objectives.

There are several possible reasons for the seemingly contradictory content test results. First, there is the test inself. Does it really adequately measure acquisition of the information contained within the CENTS workbooks? There were only ten items measuring knowledge of each workbook. The content of many of these items was unemphasized, "picky" concepts or differentiations. Also, perhaps fifty items is an inadequate number to test this amount of material. Further there was unequal coverage of the workbook objectives, some being more emphasized than others. Another problem with the test was that students (in experimental comparison and control groups) scored higher on the pretest than would be expected by chance. Therefore there was less room for change. Apart from the test itself, a likely factor influencing the content results is that the empirical, detailed material in the workbooks was not stressed in the classroom. Not only was it too much information to cover in one course, but much of the information in the CENTS materials was seen (and rightly so) as reference material. While the information was read over, there was no need for memorization as long as the users knew where to look for such specific information when they needed it.

While the content test results lead one to assume that the user came away from the course with only bits and pieces of career education information, the other results suggest that the user performed career decision making behaviors and was able to integrate the knowledge that they had or could acquire through the course so as to meet their own career education goals satisfactorily.

2. One-Credit Campus Career Education Course

Setting: Northern Virginia Community College Campus at Alexandria

Target Population: Individuals who typically enroll in the programs at Northern Virginia Community College (NVCC).

Learning Objectives:

1. The CENTS students' mean post Goal Attainment Score will be at least 50.

2. The mean gain from pretest to posttest content test scores in decision-making skills, self-assessment, understanding work, understanding education and training options, and transition skills, will be higher for CENTS students than for non-CENTS students by a statistically significant amount (.05 level).

3. At least seventy-five percent of the CENTS students will express satisfaction with the course and the workbooks.

4. At least an average of forty percent of the CENTS students will report performing behaviors related to major workbook objectives.

Treatment/Participant Activities: Participants attended a 12-week 1-credit, class/group based life/career planning course, based on the CENTS materials. This course included lectures, class discussion and group exercises. (See Appendix F for course plans.) Students were required to complete part of each unit, attend 80% of the group sessions, respond (in written form) to selected checkpoints for each unit, complete a course project and take a final exam.

Design:

Pretest - Posttest Control Group Design

This design was constructed to measure the impact of goal attainment scaling on O_3 and O_4. It was hypothesized that the evaluation procedure of goal attainment scaling would increase the impact of the course. Thus, E_1 and E_2 .... E_1 had the experimental treatment and goal attainment scaling, while E_2 had the experimental treatment without goal attainment scaling.

Pre		Post
O_1		O_1
		O_2
	X_{E_1}	O_3
O_3		O_4
----	----	----
		O_2
	X_{E_2}	O_3
O_3		O_4
----	----	----
		O_2
	X_{Con}	O_3
O_3		O_4

where

O_1 = Goal Attainment Follow-up Guide

O_2 = Demographic

O_3 = Content Test

O_4 = Satisfaction Questionnaire

X_{E_1} = experimental with O_1

X_{E_2} = experimental without O_1

X_{Con} = control

---- = intact, static groups with no random assignment

Sample Size, Characteristics and Selection Process:

Group	Size	Characteristics	Selection Process
Experimental 1	12	NVCC students who were primarily young, white, middle class, recently out of high school.	NVCC students who elected to enroll in the course, either as a result of a counselor referral or as a response to minimal advertising. Originally, 17 registered for the course, with 5 students dropping out during the semester.
Experimental 2	9	NVCC students who were primarily young, white, middle class, recently out of high school.	NVCC students who elected to enroll in the course, either as a result of a counselor referral or as a response to minimal advertising. Originally, 16 registered for the course, with 7 students dropping out during the semester.
Control	22	Undergraduates in their junior or senior year at the University of Maryland. Primarily young, white and middle class.	Undergraduate students enrolled in an Introduction to Counseling course at the University of Maryland, who reported career development needs and interest in enrolling in a career development course similar to that in which the experimental students were enrolled.

Pre-Treatment Evaluation/Instruments:

Content Test
Goal Attainment Follow-Up Guide

Post-Treatment Evaluation/Instruments:

Content Test
Goal Attainment Follow-Up Guide
Satisfaction Questionnaire
Demographic Questionnaire

Times of Administration:

January (pre) and March (post), 1977

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Results

Goal Attainment

Pre, Post and Change Goal Attainment Scores

Student	Pre GAS	Post GAS	Post GAS-Pre GAS
1	23.60	76.40	52.80
2	31.30	68.70	37.40
3	28.00	45.60	17.60
4	39.38	41.15	1.77
5	31.30	73.80	42.50
6	32.09	63.93	31.84
7	41.36	51.44	10.08
8	31.28	38.48	7.20
9	21.68	42.92	21.24
10	37.20	62.80	25.60
11	22.80	41.50	18.70
Mean GAS Scores	30.91	55.16	24.25

$t^* = 5.13$, $p < .01$

Goal Success-Failure Rate

Total # of Goals	# of Successes	# of Failures
39	28 (72%)	11 (28%)

Goal Attainment

Content Analysis of Goals Set by Students

UNITS	Frequency	Percentages
DECISION-MAKING i.e., improving decision making skills	5	12.5%
SELF-APPRAISAL i.e., determining interests, skills and values	8	20%
WORK i.e., learning to find career information	9	22.5%
PREPARATION i.e., determining appropriate career preparation	4	10%
CHANGE i.e., conducting an effective job interview	2	5%
COMBINATION OF ABOVE/MISCELLANEOUS i.e., which career should I go into	6	15%

Results. (cont'd.)

CONTENT EXAM

Content Test Means and Standard Deviations

		Experimental 1 (n=12)		Experimental2 (n= 9)		Control (n=22)	
		Pre	Post	Pre	Post	Pre	Post
TOTAL SCORE							
	M	29.91	35.00	30.67	37.56	31.73	35.27
	SD	5.26	4.84	6.31	6.97	4.44	4.04
DECISIONS Subscore							
	M	5.36	8.00	5.67	8.22	6.14	7.73
	SD	1.63	.78	1.58	1.48	1.36	1.55
SELF Subscore							
	M	8.46	8.73	8.78	8.89	8.73	8.50
	SD	.93	.91	1.79	1.76	1.55	1.60
WORK Subscore							
	M	5.82	5.55	5.78	6.44	5.41	5.64
	SD	1.54	.93	.83	1.59	1.30	1.43
PREPARATION Subscore							
	M	5.46	6.46	4.89	7.11	4.91	6.50
	SD	1.21	1.75	1.45	1.62	1.63	1.23
CHANGE Subscore							
	M	4.82	6.27	5.56	6.89	6.55	6.91
	SD	2.79	2.24	3.09	1.90	2.04	1.68

Results

Content Exam (cont'd.)

Total Score Analysis of Covariance

Source	SS	DF	MS	F	P<
Within Cells	447.657	38	11.780		
Regression	516.929	1	516.929	43.880	.001
Con. vs. $E_1 + E_2$ *	38.337	1	38.337	3.254	.079
E_1 vs. E_2 **	20.010	1	20.010	1.699	.200

Decisions Score Analysis of Covariance

Source	SS	DF	MS	F	P<
Within Cells	70.328	38	1.851		
Regression	3.591	1	3.591	1.940	.172
Con. vs. $E_1 + E_2$	2.529	1	2.529	1.366	.250
E_1 vs. E_2	.126	1	.126	.068	.796

Self Score Analysis of Covariance

Source	SS	DF	MS	F	P<
Within Cells	10.695	38	.281		
Regression	75.876	1	75.876	269.603	.001
Con. vs. $E_1 + E_2$	1.849	1	1.849	6.569	.014 ***
E_1 vs. E_2	.103	1	.103	.365	.550

Work Score Analysis of Covariance

Source	SS	DF	MS	F	P<
Within Cells	70.713	38	1.861		
Regression	1.327	1	1.327	.713	.404
Con. vs. $E_1 + E_2$	.678	1	.678	.364	.550
E_1 vs. E_2	4.052	1	4.052	2.177	.148

Preparation Score Analysis of Covariance

Source	SS	DF	MS	F	P<
Within Cells	134.609	38	3.542		
Regression	4.279	1	4.279	1.208	.279
Con. vs. $E_1 + E_2$	1.860	1	1.860	.525	.473
E_1 vs. E_2	2.672	1	2.672	.754	.391

Change Score Analysis of Covariance

Source	SS	DF	MS	F	P<
Within Cells	129.660	38	3.412		
Regression	9.229	1	9.229	2.705	.108
Con. vs. $E_1 + E_2$	.072	1	.072	.021	.885
E_1 vs. E_2	1.090	1	1.090	.320	.575

* Control versus Experimental $_1$ and Experimental $_2$

** Experimental $_1$ versus Experimental $_2$

*** Significant at less than .05 level of significance

Results (con'td.)

Satisfaction Questionnaire * There were no differences in the responses of students in E_1 and E_2 so the following analysis is based on the data from E_1 and E_2 combined.

- 82% of the students were either satisfied or very satisfied with the course, instructor and the workbooks.
- 95% of the students would recommend the Life/Career Planning course and the workbooks to a friend with career problems.
- Just under 2 hrs. (1.9 hrs.) per week and 12½ hrs. total was the average amount of time spent reading and working through the workbooks.
- The EMPHASIS workbooks helped 50% (17% mostly, 33% partly) of the students resolve their career concerns which led them to seek out career planning help.

PERCENTAGE OF STUDENTS WHO PERFORMED BEHAVIORS RELATED TO MAJOR WORKBOOK OBJECTIVES

used the step-by-step decision making process at least once	76	researched local education and/or training options	29
prepared a list of satisfying decisions	50	investigated the education and/or training for entering occupation of interest	71
set short-term goals regarding a decision I need to make	75	visited a school or training site to get information	10
set long-term goals regarding a decision I need to make	62	submitted an application to a school or training program	29
completed a step-by-step analysis of achievements	50	conducted an informational interview	38
wrote an autobiography	20	made at least one contact for job information	33
identified major interests, skills and values	62	wrote my resume	20
decided which 3 Holland groups resemble my interests and personality the best	76	practiced job interviewing with a friend	5
investigated several occupations using print-based sources of information	43	plotted career pattern through 10 years in future	20
decided on what monetary and non-monetary rewards I need from ideal job	57	35	

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* The complete results, from which this descriptive summary was taken, are contained in Appendix D.

Conclusions Regarding Learning Objectives

1. The mean Goal Attainment follow-up score of the 1-credit campus career education course CENTS students, was 55.16, considerably higher than the stated objective of 50. Seventy-two percent of the students' goals were successfully attained.

2. The mean gain from pretest to posttest content scores in decision-making skills, understanding work, understanding education and training options, and transition skills, was not higher for CENTS students than for non-CENTS students by a statistically significant amount (.05 level). However, the mean gain from pretest to posttest self assessment subscore was significantly higher for CENTS students than for non-CENTS control subjects.

3. Eighty-two percent of the 1-credit campus career education course CENTS students expressed satisfaction with the course and the workbooks; higher than the stated objective of 75%.

4. The percentage of CENTS students who performed the 19 behaviors related to major workbook objectives ranged from 5 to 76% and averaged about 44%, meeting the stated objective average of 40%.

* * * * *

Discussion

This three group pretest-post test control group design was originally constructed to measure the impact of goal attainment scaling on content retention, satisfaction with the course and performance of career decision-making behaviors. However, there were no significant differences between the experimental group with the goal setting experience and the experimental group without goal setting. Perhaps with a larger N, some differences in the direction of providing evidence of the positive impact of goal attainment scaling would become evident. Since there were no differences, results for both experimental groups were combined.

Except for the self unit, CENTS students (this refers to both experimental groups) did not appear to gain significantly in their knowledge of the content test). However, they did attain the career related goals that they set out to achieve, they were over wheming1y satisfied with the course and the workbooks, and they performed a large percentage of the behaviors related to major workbook objectives.

The possible reasons for the seemingly contradictory content test results in this setting are the same reported in the Discussion about the Conclusions for the Three Credit Career Education Course. Briefly, the reasons revolve around the appropriateness of the test itself, especially in view of the amount of reference information contained in the workbooks.

Again, the results overall suggest that the user performed career decision making behaviors and was able to integrate the knowledge that they had or could acquire via the course so as to meet their own career education goals satisfactorily.

3. Extended Learning Institute/Time and Space Free Career Education Course

Setting: Extended Learning Institute.

Target Population: Individuals who typically enroll in the programs of the Extended Learning Institute (ELI) at Northern Virginia Community College (NVCC).

Learning Objectives:

1. The CENTS students' mean post Goal Attainment Score will be at least 50.
2. The mean posttest content test scores in decision-making skills, self-assessment, understanding work, understanding education and training options, and transition skills, will be higher for CENTS students than for non-CENTS students, by a statistically significant amount (.05 level).
3. At least seventy-five percent of the CENTS students will express satisfaction with the course and the workbooks.
4. At least an average of sixty percent of the CENTS students will report performing behaviors relating to major workbook objectives

Treatment/Participant Activities: Participants worked through a 12-week, 3-credit, self-instructional life/career planning course based on the CENTS materials. This course was time and space free so students were able to complete the units when and where it was convenient for them to do so. Students were required to complete all units, respond (in written form) to selected checkpoints for each unit, complete a course project, write a summary paper and take a final exam.

Design: Pretest-Posttest Control Group Design

$$\begin{array}{ccc} O_1 & & O_1 \\ & X_E & O_2 \\ O_3 & & O_3 \\ & & O_4 \\ \hline & & O_2 \\ O_3 & X_C & O_3 \end{array}$$

O_1 = Goal Attainment Follow-up Guide
O_2 = Demographic Questionnaire
O_3 = Content Test
O_4 = Satisfaction Questionnaire
X_E = Treatment
X_C = Control
---- = intact, static groups with no random assignment

Sample Size, Characteristics and Selection Process

Group	Size	Characteristics	Selection Process
Experimental	16	ELI students who primarily were in the 23-45 age range, were white, middle class.	ELI students who elected to enroll in the course, either as a result of a counselor referral or as a response to minimal advertising. Originally, 27 students enrolled in the course with 16 students completing the work. *
Control	15	ELI students who primarily were in the 23-45 age range, were white, middle class.	ELI students who did not enroll in the ELI career education course yet who expressed interest in taking this course.

Pre-Treatment Evaluation/Instruments:

Content Test
Goal Attainment Follow-Up Guide

Post-Treatment Evaluation/Instruments:

Content Test
Goal Attainment Follow-Up Guide
Satisfaction Questionnaire
Demographic Questionnaire

Times of Administration: Variable, depending on when students enrolled and completed the course.

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* Such a high drop-out rate is typical for an ELI (or any home-study) course. A follow-up questionnaire was sent to these "drop-out" students. Six responded. Data from this follow-up is included in Appendix G.

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Results

Goal Attainment

Pre, Post and Change Goal Attainment Scores

Student	Pre GAS	Post GAS	Post GAS-Pre GAS
1	32.72	70.16	37.44
2	22.64	77.36	54.72
3	22.80	58.50	35.70
4	22.14	61.94	39.80
5	20.96	57.26	36.30
6	40.00	70.00	30.00
7	21.18	60.48	39.30
8	35.87	56.28	20.41
9	21.18	50.00	28.82
10	24.88	46.86	21.98
11	28.40	60.08	31.68
12	27.20	77.36	50.16
13	26.72	53.88	27.16
14	22.64	59.12	36.48
15	22.84	50.00	27.16
16	21.68	73.01	51.33
Mean Scores	25.87	61.39	35.53

$t = 12.01$, $p < .01$

Goal Success-Failure Rate

Total # of Goals	# of Successes	# of Failures
55	49 (89%)	6 (11%)

Results (cont'd.)

Goal Attainment

Content Analysis of Goals Set by Students

UNITS	Frequency	Percentages
DECISION-MAKING i.e., improving decision making skills	8	15%
SELF-APPRAISAL i.e., determining interests, skills and values	12	22%
WORK i.e., learning to find career information	8	15%
PREPARATION i.e., determining appropriate career preparation	10	18%
CHANGE i.e., conducting an effective job interview	6	11%
COMBINATION OF ABOVE/MISCELLANEOUS i.e., which career should I go into	11	20%

Results: (cont'd.)

CONTENT EXAM

Content Test Means and Standard Deviations

		Experimental (n= 16)		Control (n=15)	
		Pre	Post	Pre	Post
TOTAL SCORE	M	35.88	40.63	31.73	39.00
	SD	4.73	3.69	4.95	5.40
DECISIONS Subscore	M	6.13	8.00	5.33	8.47
	SD	1.26	1.03	2.53	1.13
SELF Subscore	M	8.81	8.88	9.00	9.27
	SD	1.22	1.20	1.25	1.22
WORK Subscore	M	6.63	7.81	5.93	5.93
	SD	.81	1.33	2.05	1.91
PREPARATION Subscore	M	6.88	8.25	4.40	7.93
	SD	1.78	1.13	1.81	1.71
CHANGE Subscore	M	7.44	7.69	7.07	7.40
	SD	1.55	1.78	2.19	1.81

Results

Content Exam (cont'd.)

Total Score Analysis of Covariance

Source	SS	DF	MS	F	P<
Within Cells	317.014	28	11.322		
Regression	294.736	1	294.736	26.032	.001
E vs. Con. *	7.897	1	7.897	.697	.411

Decisions Score Analysis of Covariance

Source	SS	DF	MS	F	P<
Within Cells	33.482	28	1.196		
Regression	.252	1	.252	.210	.650
E vs. Con.	1.368	1	1.368	1.144	.294

Self Score Analysis of Covariance

Source	SS	DF	MS	F	P<
Within Cells	5.544	28	.198		
Regression	37.140	1	37.140	187.582	.001
E vs. Con.	.373	1	.373	1.885	.181

Work Score Analysis of Covariance

Source	SS	DF	MS	F	P<
Within Cells	56.558	28	2.020		
Regression	20.812	1	20.812	10.304	.003
E vs. Con.	16.493	1	16.493	8.165	.008**

Preparation Score Analysis of Covariance

Source	SS	DF	MS	F	P<
Within Cells	81.389	28	2.907		
Regression	11.648	1	11.648	4.007	.055
E vs. Con.	1.768	1	1.768	.608	.442

Change Score Analysis of Covariance

Source	SS	DF	MS	F	P<
Within Cells	57.118	28	2.040		
Regression	35.920	1	35.920	17.609	.001
E vs. Con.	.036	1	.036	.018	.896

* Experimental versus Control

** Significant at less than .05 level of significance

Results (con'td.)

Satisfaction Questionnaire *

- 94% of the students were either satisfied or very satisfied with the course, instructor and the workbooks.
- 94% of the students would recommend the Life/Career Planning course and workbooks to a friend with career problems.
- 4½ hours per week and 54 hours total was the average amount of time spent reading and working through the workbooks.
- The EMPHASIS workbooks helped 94% (38% mostly, 56% partly) of the students resolve their career concerns which led them to seek out career planning help.

PERCENTAGE OF STUDENTS WHO PERFORMED BEHAVIORS RELATED TO MAJOR WORKBOOK OBJECTIVES

used the step-by-step decision making process at least once	88	researched local education and/or training options	56
prepared a list of satisfying decisions	50	investigated the education and/or training for entering occupation of interest	69
set short-term goals regarding a decision I need to make	75	visited a school or training site to get information	19
set long-term goals regarding a decision I need to make	56	submitted an application to a school or training program	25
completed a step-by-step analysis of achievements	38	conducted an informational interview	50
wrote an autobiography	25	made at least one contact for job information	44
identified major interests, skills and values	88	wrote my resume	38
decided which 3 Holland groups resemble my interests and personality the best	69	practiced job interviewing with a friend	19
investigated several occupations using print-based sources of information	63	plotted career pattern through 10 years in future	38
decided on what monetary and non-monetary rewards I need from ideal job	63		

* The complete results, from which this descriptive summary was taken, are contained in Appendix D.

Conclusions Regarding Learning Objectives

1. The mean Goal Attainment Follow-Up Score of the Extended Learning Institute CENTS students was 61.39, higher than the stated mean objective of 50. 89% of the students' goals were successfully attained.

2. After using Project CENTS instructional materials in a setting and time of their own choosing, the mean posttest content scores in decision-making skills, self-assessment, understanding education and training options, and transition skills, was not higher for CENTS students than for non-CENTS students, by a statistically significant amount (.05 level). However, the mean gain from pretest to posttest understanding work subscore was significantly higher for CENTS students than for non-CENTS students.

3. Ninety-four percent of the Extended Learning Institute CENTS students expressed satisfaction with the course and the workbooks; higher than the stated objective of 75%.

4. The percentage of Extended Learning Institute CENTS students who performed each of the 19 behaviors related to major workbook objectives, ranged from 19% to 88% and averaged about 51; lower than the stated objective average of 60%.

* * * * *

Discussion

Except for the Work unit, CENT students did not appear to gain significantly in their knowledge of the content contained within the CENTS workbooks (as measured by the content test). However, they did attain the career related goals that they set out to achieve, they were overwhelmingly satisfied with the course and the workbooks, and they performed a large percentage of the behaviors related to major workbook objectives.

Again, the reasons for the lack of differences in this setting between experimental and control groups in content test performance are the same reported in the Discussion sections for the Three and One Credit Career Education Courses. These reasons have to do with the appropriateness of the test itself in view of the amount of reference information contained in the workbooks.

Overall, the results do suggest that the user performed career decision making behaviors and was able to integrate the knowledge that they had or could acquire through the course so as to meet their own career education goals satisfactorily. These results must, however, be interpreted in light of the high dropout rate (50%) characteristic of this type of course.

B. GROUPS

1. Community Service Course

Setting: Community College Campus

Target Population: Adult non-students who typically are not enrolled in credit courses on campus and who might be threatened by a credit, on-campus course or college counselor. This population included the mature woman and both male, female mid-career changes.

Learning Objectives:

1. Students will have achieved their individually tailored, expected career education goals so that their mean post Goal Attainment Score will be at least 50.
2. At least seventy-five percent of the participants will express satisfaction with the course and the workbooks.
3. At least an average of forty percent of the participants will report performing behaviors related to major workbook objectives.

Treatment/Participant Activities: Participants attended a 7-session, non-credit community service course based on the CENTS materials. The initial session explored each member's situation and career needs and introduced the CENTS materials. Individual goals were then set. Each of the following sessions focused on a different aspect of the CENTS materials. There was a general coverage of the CENTS materials with each individual focusing on those materials that specifically related to individual career education needs and goals. The intent throughout was on developing group support for attaining individual goals. (For a more detailed workshop description, see Appendix F.)

Design: One Group Pretest-Posttest Design

O_1		O_1
	X	O_2
		O_4

O_1 = Goal Attainment Follow-Up Guide

O_2 = Demographic Questionnaire

O_4 = Satisfaction Questionnaire

X = Treatment

Sample Size, Characteristics and Selection Process:

Sixteen predominantly white, middle class adults were included in this sample. About two-thirds were female. Two-thirds of the sample participants were between 23 and 35 years old, while the other third was between 35 and 55 years old. Adults in the community enrolled in the course in response to minimal advertising. Originally 104 registered for the course, with 30 students dropping out during the quarter.

Pre-Treatment Evaluation/Instruments:

Goal Attainment Follow-Up Guide

Post-Treatment Evaluation/Instruments:

Goal Attainment Follow-Up Guide
Satisfaction Questionnaire
Demographic Questionnaire

Times of Administration:

February 16 (pre) and March 30 (post), 1977

Results

Goal Attainment

Pre, Post and Change Goal Attainment Scores

Student	Pre GAS	Post GAS	Post GAS-Pre GAS
1	34.07	44.69	10.62
2	37.44	54.71	17.27
3	23.60	58.80	35.20
4	23.60	52.20	28.60
5	27.73	55.24	27.51
6	22.80	38.10	15.30
7	20.96	39.11	18.15
8	20.96	60.89	39.93
9	29.20	49.40	20.20
10	34.60	67.60	33.00
11	30.20	56.60	26.40
12	21.68	60.62	38.94
13	22.80	36.40	13.60
14	37.61	44.69	7.08
15	21.74	45.80	24.06
16	21.74	53.14	31.40
Mean Scores	26.92*	51.12*	24.20

* $t = 9.62$, $p < .01$

Goal Success-Failure Rate

Total # of Goals	# of Successes	# of Failures
58	40 (69%)	18 (31%)

Sample Size, Characteristics and Selection Process:

Sixteen predominantly white, middle class adults were included in this sample. About two-thirds were female. Two-thirds of the sample participants were between 23 and 35 years old, while the other third was between 35 and 55 years old. Adults in the community enrolled in the course in response to minimal advertising. Originally 104 registered for the course, with 30 students dropping out during the quarter.

Pre-Treatment Evaluation/Instruments:

Goal Attainment Follow-Up Guide

Post-Treatment Evaluation/Instruments:

Goal Attainment Follow-Up Guide
Satisfaction Questionnaire
Demographic Questionnaire

Times of Administration:

February 16 (pre) and March 30 (post), 1977

Results

Goal Attainment

Pre, Post and Change Goal Attainment Scores

Student	Pre GAS	Post GAS	Post GAS-Pre GAS
1	34.07	44.69	10.62
2	37.44	54.71	17.27
3	23.60	58.80	35.20
4	23.60	52.20	28.60
5	27.73	55.24	27.51
6	22.80	38.10	15.30
7	20.96	39.11	18.15
8	20.96	60.89	39.93
9	29.20	49.40	20.20
10	34.60	67.60	33.00
11	30.20	56.60	26.40
12	21.68	60.62	38.94
13	22.80	36.40	13.60
14	37.61	44.69	7.08
15	21.74	45.80	24.06
16	21.74	53.14	31.40
Mean Scores	26.92*	51.12*	24.20

* $t = 9.62$, $p < .01$

Goal Success-Failure Rate

Total # of Goals	# of Successes	# of Failures
58	40 (69%)	18 (31%)

Content Analysis of Goals Set By Participants

UNITS	Frequency	Percentages
DECISION-MAKING i.e., improving decision making skills	8	14%
SELF-APPRAISAL i.e., determining interests, skills and values	16	27%
WORK i.e., learning to find career information	15	26%
PREPARATION i.e., determining appropriate career preparation	7	12%
CHANGE i.e., conducting an effective job interview	1	2%
COMBINATION OF ABOVE/MISCELLANEOUS i.e., which career should I go into	11	19%

Satisfaction Questionnaire *

- More than 87% of the students were either satisfied or very satisfied with the course, the instructor and the workbooks.
- 100% of the students would recommend the Life/Career Planning course and the workbooks to a friend with career problems.
- Just under 2 hrs. (1.9 hrs.) per week, and just 10 hours (9.9) total was the average amount of time spent reading and working through the workbooks.
- The EMPHASIS workbooks helped 50% of the students resolve their career concerns which led them to seek out career planning help.

PERCENTAGE OF STUDENTS WHO PERFORMED BEHAVIORS RELATED TO MAJOR WORKBOOK OBJECTIVES

used the step-by-step decision making process at least once	20%	researched local education and/or training options	27%
prepared a list of satisfying decisions	60%	investigated the education and/or training for entering occupation of interest	40%
set short-term goals regarding a decision I need to make	93%	visited a school or training site to get information	7%
set long-term goals regarding a decision I need to make	40%	submitted an application to a school or training program	20%
completed a step-by-step analysis of achievements	66%	conducted an informational interview	47%
wrote an autobiography	27%	made at least one contact for job information	47%
identified major interests, skills and values	93%	wrote my resume	87%
decided which 3 Holland groups resemble my interests and personality the best	80%	practiced job interviewing with a friend	87%
investigated several occupations using print-based sources of information	33%	plotted career pattern through 10 years in future	20%
decided on what monetary and non-monetary rewards I need from ideal job	53%		

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* The complete results, from which this descriptive summary was taken, are contained in Appendix D.

Conclusions Regarding Learning Objectives:

1. The mean Goal Attainment Follow-Up Score of the community services course students was 51.12, slightly above the projected mean of 50. Sixty-nine percent of the participants' goals were successfully obtained.

2. Eighty-seven percent of the community services course students expressed satisfaction with the course and the workbooks; higher than the stated objective of 75%.

3. The percentage of CENTS students reported performing the 19 behaviors related to major workbook objectives, ranged from 7 to 93% and averaged about 50%; higher than the projected average of 40%.

Discussion

In this mode, all objectives were met. Students successfully attained the majority of the goals that they had hoped to attain, they were satisfied with the course and the workbooks and they reported performing behaviors related to major workbook objectives.

2. Women's Center Group

Setting: Women's Center

Target Population: Adult women

Learning Objectives:

1. Students will have achieved their individually tailored, expected career education goals so that their mean post Goal Attainment Score will be at least 50.
2. At least seventy-five percent of the participants will express satisfaction with the course and the workbooks.
3. At least an average of forty percent of the participants will report performing behaviors related to major workbook objectives.

Treatment/Participant Activities: Participants attended a 10-session, non-credit community service course, based on the CENTS materials. The initial session explored each member's situation and career needs and introduced the CENTS materials. Individual goals were also set. Each of the following sessions focused on a different aspect of the CENTS materials. There was general coverage of the CENTS materials with each individual focusing on those materials that specifically related to individual career education needs and goals. The intent throughout was on developing group support for attaining individual goals. (For a detailed session-by-session workshop plan, see Appendix F.)

Design: One Group Pretest-Posttest Design

$$\begin{array}{ccc} O_1 & & O_1 \\ & X & O_2 \\ & & O_4 \end{array}$$

O_1 = Goal Attainment Follow-Up Guide

O_2 = Demographic

O_4 = Satisfaction Questionnaire

X = Treatment

Sample Size, Characteristics and Selection Process:

Thirteen predominantly white, middle class, mature (30 - 55) women were included in this sample. Women in the community enrolled in the course in response to minimal advertising. Originally, 20 women registered for the course, with seven participants dropping out during the 10-week period.

Pre-Treatment Evaluation/Instruments:

Goal Attainment Follow-Up Guide

Post-Treatment Evaluation/Instruments:

Goal Attainment Follow-Up Guide
Satisfaction Questionnaire
Demographic Questionnaire

Times of Administration:

January 1977 and March 1977

Results

Goal Attainment

Pre, Post and Change Goal Attainment Scores

Student	Pre GAS	Post GAS	Post GAS-Pre GAS
1	21.20	70.16	48.96
2	30.76	50.00	19.24
3	27.20	65.96	38.76
4	22.64	40.88	18.24
5	26.45	48.43	21.98
6	25.22	55.31	30.09
7	30.60	40.30	9.70
8	21.18	27.73	6.55
9	21.20	35.60	14.40
10	21.18	70.96	49.78
11	31.76	50.00	18.24
12	21.74	50.00	28.26
13	21.20	47.12	25.92
Mean Scores	24.79	50.19	25.40

$t = 6.71, p < .01$

Goal Success-Failure Rate

Total # of Goals	# of Successes	# of Failures
39	27 (70%)	12 (30%)

Results (cont'd.)

Goal Attainment

Content Analysis of Goals Set By Students

UNITS	Frequency	Percentages
DECISION-MAKING i.e., improving decision making skills	2	4%
SELF-APPRAISAL i.e., determining interests, skills and values	14	36%
WORK i.e., learning to find career information	5	13%
PREPARATION i.e., determining appropriate career preparation	8	21%
CHANGE i.e., conducting an effective job interview	0	0%
COMBINATION OF ABOVE/MISCELLANEOUS i.e., which career should I go into	10	26%

Results (con'td.)

Satisfaction Questionnaire *

- 100% of the students were either satisfied or very satisfied with the course, the instructor and the workbooks.
- 100% of the students would recommend the Life/Career Planning course and the workbooks to a friend with career problems.
- Under 2 hrs. (1.9 hrs.) per week and less than 10 hrs. total was the average amount of time spent reading and working through the workbooks.
- The EMPHASIS workbooks helped 77% (23% mostly, 54% partly) of the students resolve their career concerns which led them to seek out career planning help.

PERCENTAGE OF STUDENTS WHO PERFORMED BEHAVIORS RELATED TO MAJOR WORKBOOK OBJECTIVES

used the step-by-step decision making process at least once	77	researched local education and/or training options	23
prepared a list of satisfying decisions	46	investigated the education and/or training for entering occupation of interest	23
set short-term goals regarding a decision I need to make	54	visited a school or training site to get information	15
set long-term goals regarding a decision I need to make	38	submitted an application to a school or training program	15
completed a step-by-step analysis of achievements	31	conducted an informational interview	46
wrote an autobiography	8	made at least one contact for job information	46
identified major interests, skills and values	69	wrote my resume	15
decided which 3 Holland groups resemble my interests and personality the best	46	practiced job interviewing with a friend	8
investigated several occupations using print-based sources of information	23	plotted career pattern through 10 years in future	23
decided on what monetary and non-monetary rewards I need from ideal job	54		

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* The complete results, from which this descriptive summary was taken, are contained in Appendix D.

Conclusions Regarding Learning Objectives

1. The mean Goal Attainment Follow-Up Score of the Women's Center Group participants was 50.19, meeting the stated mean objective of 50. Seventy percent of the participants' goals were successfully attained.

2. One hundred percent of the Women's Center Group participants expressed satisfaction with the course and the workbooks.

3. The percentage of Women's Center Group participants who reported performing the 19 behaviors related to major workbook objectives, ranged from 8 to 77% and averaged about 35%; less than the projected average of 40%.

Discussion

This Career Education group was successful in that the participants successfully attained the majority of the goals that they had expected and hoped to attain. Also, each and every participant expressed satisfaction with the course and the workbooks. However the extent to which they performed career decision-making behaviors related to major workbook objectives was slightly lower than expected. This, perhaps, is due to the role conflicts, time and energy pressures of family and work, and ambivalence about making decisions, acquiring independence and making major life changes with which many mature women are faced.

3. Community-based Course

Setting: Church

Target Population: Individuals who typically access and use the programs and services offered by the particular church.

Learning Objectives:

1. Students will have achieved their individually tailored, expected career goals so that their mean post Goal Attainment Score will be at least 50.
2. At least seventy-five percent of the participants will express satisfaction with the course and the workbooks.
3. At least an average of forty percent of the participants will report performing behaviors related to major workbook objectives.

Treatment/Participant Activities: Participants attended a 7-session, non-credit community service course, based on the CENTS materials. The initial session explored each member's situation and career needs and introduced the CENTS materials. Individual goals were then set. Each of the following sessions focused on a different aspect of the CENTS material. There was general coverage of the CENTS materials with each individual focusing on those materials that specifically related to individual career education needs and goals. The intent throughout was on developing group support for attaining individual goals.

Design: One Group Pretest-Posttest Design

$$\begin{array}{ccc} O_1 & & O_1 \\ & X & O_2 \\ & & O_4 \end{array}$$

O_1 = Goal Attainment Follow-Up Guide

O_2 = Demographic

O_4 = Satisfaction Questionnaire

X = Treatment

Sample Size, Characteristics and Selection Process:

Eighteen predominantly white, middle class adults were included in this sample. About 60% were female and about 50 of the group was aged between 25 and 40. Adults in the community enrolled in the course in response to minimal advertising. Originally, 18 registered for the course, with 2 students dropping out during the semester.

Pre-Treatment Evaluation/Instruments:

Goal Attainment Follow-Up Guide

Post-Treatment Evaluation/Instruments:

Goal Attainment Follow-Up Guide
Satisfaction Questionnaire
Demographic Questionnaire

Times of Administration:

January 11th and February 22nd, 1977

Results

Goal Attainment

Pre, Post and Change Goal Attainment Scores

Student	Pre GAS	Post GAS	Post GAS-Pre GAS
1	21.18	40.83	29.65
2	27.86	54.56	26.70
3	29.21	50.00	20.79
4	21.74	51.42	29.68
5	53.88	77.16	23.28
6	32.73	59.42	26.69
7	25.52	51.44	25.92
8	31.85	71.78	39.93
9	26.72	48.06	21.34
10	31.30	39.80	8.50
11	27.90	68.70	40.80
12	35.59	50.00	14.41
13	23.31	65.70	42.39
14	21.74	53.14	31.40
15	30.20	30.20	0.00
16	22.80	77.20	54.40
17	21.18	47.38	26.20
18	24.88	35.87	10.99
Mean Scores	28.31	54.03	26.28

$t = 8.26$, $p < .01$

Goal Success-Failure Rate

Total # of Goals	# of Successes	# of Failures
64	45 (70%)	19 (30%)

Results (cont'd.)

Goal Attainment

Content Analysis of Goals Set By Students

UNITS	Frequency	Percentages
DECISION-MAKING i. e., improving decision making skills	9	14%
SELF-APPRAISAL i. e., determining interests, skills and values	12	19%
WORK i. e., learning to find career information	18	28%
PREPARATION i. e., determining appropriate career preparation	9	14%
CHANGE i. e., conducting an effective job interview	4	6%
COMBINATION OF ABOVE/MISCELLANEOUS i. e., which career should I go into	12	19%

Results (con'td.)

Satisfaction Questionnaire *

- 94% of the students were either satisfied or very satisfied with the course, instructor and the workbooks.
- 100% of the students would recommend the Life/Career Planning course and the workbooks to a friend with career problems.
- Approximately 3 hrs. per week and 19 hrs. total was the average amount of time spent reading and working through the workbooks.
- The EMPHASIS workbooks helped 78% of the students resolve their career concerns which led them to seek out career planning help.

PERCENTAGE OF STUDENTS WHO PERFORMED BEHAVIORS RELATED TO MAJOR WORKBOOK OBJECTIVES

used the step-by-step decision making process at least once	78	researched local education and/or training options	18
prepared a list of satisfying decisions	67	investigated the education and/or training for entering occupation of interest	50
set short-term goals regarding a decision I need to make	100	visited a school or training site to get information	22
set long-term goals regarding a decision I need to make	45	submitted an application to a school or training program	11
completed a step-by-step analysis of achievements	78	conducted an informational interview	33
wrote an autobiography	17	made at least one contact for job information	67
identified major interests, skills and values	100	wrote my resume	17
decided which 3 Holland groups resemble my interests and personality the best	67	practiced job interviewing with a friend	6
investigated several occupations using print-based sources of information	50	plotted career pattern through 10 years in future	18
decided on what monetary and non-monetary rewards I need from ideal job	72	65	

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* The complete results, from which this descriptive summary was taken, are contained in Appendix D.

Conclusions Regarding Learning Objectives

1. The mean Goal Attainment Follow-Up Score of the community-based course students was 54.03, higher than the stated mean objective of 50. Seventy percent of the participants' goals were successfully attained.

2. Ninety-four percent of the community-based course students expressed satisfaction with the course and the workbooks; much higher than the stated objective of 75%.

3. The percentage of community-based course students who reported performing the 19 behaviors related to major workbook objectives, ranged from 6 to 100% and averaged about 50%; higher than the projected average of 40%.

* * * *

Discussion

In this mode, all objectives were met. Students successfully attained the majority of the goals that they had hoped to attain, they were satisfied with the course and the workbooks and they reported performing behaviors related to major workbook objectives.

C. INDIVIDUALS

Settings: Learning Lab, Public Library

Target Population: Adults in the community with specific career education needs and who prefer to meet their needs in an independent, self-directed fashion. Especially suited for those who need time and space free programs.

Learning Objectives:

1. Two months after obtaining the CENTS materials, the users will have accomplished or learned at least what they expected to from the CENTS materials.
2. At least seventy-five percent of the users will express satisfaction with the CENTS workbooks.
3. At least an average of thirty percent of the users will report performing behaviors related to major workbook objectives.

Treatment/Participant Activities: In exchange for filling in a brief questionnaire, primarily dealing with career education goals, students took self-selected CENTS unit(s) home to use, however and as much as they wanted.

Design: One Group Pretest Posttest Design

$$\begin{array}{ccc} O_1 & X & O_2 \\ & & O_3 \end{array}$$

O_1 = Contract Questionnaire

O_2 = Demographic

O_3 = Satisfaction Questionnaire

X = Treatment

Sample Size, Characteristics and Selection Process

Group	Size	Characteristics	Selection Process
Experimental	109	Adults who primarily were middle income white adults, aged 23-35 (53%) and aged 36-45 (27%), with 2-4 years college and 1-10 years employment.	People who elected to use one or more units without supervision as a result of counselor/teacher/librarian referral or as a response to minimal advertising and library displays.

Pre-Treatment Evaluation/Instruments:

Contract Questionnaire (Appendix H)

Post-Treatment Evaluation/Instruments:

Learning Lab/Library Satisfaction Questionnaire (Appendix I)
Demographic

Times of Administration:

Variable, with follow-up intervals of two weeks per workbook

Results

Goal Attainment

EXTENT OF GOAL ATTAINMENT				
Much better than expected results	Better than expected results	Expected results	Less than expected results	Much worse than expected results
22	79	101	37	2

Total # of Goals	Successes*		Failures	
	Number	Proportion	Number	Proportion
241	202	84%	39	16%

* A success was defined as attaining expected results, better than expected results, or much better than expected results.

Results (con'td.)

Satisfaction Questionnaire *

- 85% of the users were either satisfied or very satisfied with the EMPHASIS workbooks.
- 94% of the users would recommend the EMPHASIS workbooks to a friend with career problems.
- The EMPHASIS workbooks helped 73% of the users resolve their career concerns which led them to seek out career planning help.

PERCENTAGE OF STUDENTS WHO PERFORMED BEHAVIORS RELATED TO MAJOR WORKBOOK OBJECTIVES

used the step-by-step decision making process at least once	53	researched local education and/or training options	34
prepared a list of satisfying decisions	40	investigated the education and/or training for entering occupation of interest	62
set short-term goals regarding a decision I need to make	62	visited a school or training site to get information	19
set long-term goals regarding a decision I need to make	82	submitted an application to a school or training program	14
completed a step-by-step analysis of achievements	43	conducted an informational interview	30
wrote an autobiography	13	made at least one contact for job information	40
identified major interests, skills and values	60	wrote my resume	28
decided which 3 Holland groups resemble my interests and personality the best	37	practiced job interviewing with a friend	13
investigated several occupations using print-based sources of information	22	plotted career pattern through 10 years in future	26
decided on what monetary and non-monetary rewards I need from ideal job	49		

* The complete results, from which this descriptive summary was taken, are contained in Appendix D.

Conclusions Regarding Learning Objectives

1. Eighty-four percent of the users were successful in attaining their individually set goals for the EMPHASIS materials.

2. Eighty-five percent of the Individualized Setting Specific Users expressed satisfaction with the EMPHASIS workbooks.

3. The percentage of CENTS users who reported performing the 19 behaviors related to the major workbook objectives ranged from 13-82% and averaged about 38%; higher than the projected average of 30%.

* * * *

Discussion

All three learning objectives were met by the individualized users. Despite the lack of personal professional or paraprofessional contact these users were successful in attaining their goals, were satisfied with the workbooks, and reported performing some specific career decision-making behaviors.

CONCLUSIONS:

Project CENTS met its project objects. The results of this project conclusively demonstrated that (and, just as importantly, how) a two-year community college can effectively provide career education skills programs to the adult non-traditional student. Further, it was demonstrated that this could be done both directly through campus based programs and indirectly by means of programs coordinated by the community college but programmatically located within community based delivery systems.

The effectiveness of these programs was demonstrated by the fact that, overall, the major criteria of success were met specifically:

1. Users did attain their individually tailored career education goals related to modal objectives.
2. Users did overwhelmingly express satisfaction with the course and the workbooks.
3. Users did perform certain behaviors related to major workbook objectives.

It was only in the course mode that a criterion of success was not met. The students in this mode did not appear to gain significantly in their knowledge of the content contained within the CENTS workbooks as measured by the content test. These results are probably due in large part to the quality and appropriateness of the instrument used. (See specific discussion sections for more detailed explanations.)

Counselor Evaluation

It became clear during the development stage of the project that an execellent source of evaluation would be those in the field that may use the materials. Therefore, to seek professional reaction to the modules, specimen copies were given to 80 counselors for their review. Sixty-one responses were received to the evaluation questionaire. The respondents are demographically described in table below.

As indicated respondents tended to be white (84%) and between 23-35 years of age (53%). They were slightly more female (56%) than male (44%). The great majority of counselors responding (73%) had clients in the 21-40 year old category.

	N	%
American Indian or Alaskan Native	0	
Asian or Pacific Islander	2	3
Black/Negro	8	13
Caucasian/White	50	84
Hispanic	0	
Total	60	
Handicapped	2	3
Male	26	44
Female	33	56
Total	59	
22 years old and under	0	
23-35 years old	32	53
36-45 years old	12	20
46-55 years old	13	22
56-65 years old	3	5
65 years old and over	0	
Total	60	
Age of Majority of Clients:		
15-18	2	4
18-21	11	20
21-40	39	73
40 +	2	3
Sex of Majority of Clients:		
Predominantly male	1	1
Predominantly female	2	3
Mixed	48	96

The data of most interest to the project from this group were answers to the "usefulness" question. As noted from question #7 summarized below the workbooks appeared most useful.

#7. How do you intend to use the EMPHASIS booklets? Check the appropriate boxes.

	N	YES %	NO %
I WILL: Read the materials myself and use the concepts as I work with students	51	100	
Assign part or all of the workbook(s) as homework for individual or group clients	45	84	16
Use part of workbook(s) as in-session exercises for individual or group clients	45	93	7
Refer individual or group clients to EMPHASIS workbook(s) as an appropriate self-instructional reference	49	95	5
Use as text for career/life planning class or workshop	39	69	31

Also of great interest was the usefulness of the workbooks as individual sources of help. Respondents were asked to rank order the books (1 to 6) from most useful (1) to least useful. Results indicated below show the first choice to be the Self unit, second--Decisions, then Work Preparation, Change 1 and Change 2. These results are to be interpreted with some question since the needs of individual students would greatly influence the books assigned.

#9. Rank order the books in terms of the one you feel will be the most useful (1) to the one you feel will be the least useful (6) to your students:

(N = 48)

	PERCENTAGES					
	1	2	3	4	5	6
DECISIONS	15	42	19	8	10	6
SELF	46	15	12	15	8	4
WORK	12	18	37	14	9	10
PREPARATION	9	12	9	33	15	22
CHANGE 1	14	6	16	10	35	19
CHANGE 2	0	8	8	16	18	50

Another area of important evaluation by counselors was content. The results to #10 presented below indicate a few respondents (14%) tended to feel there were too many topics. But most, 86% felt there were the right number. On other items 67% felt the depth was about right; that the material was innovative (92%); that the case studies were useful or adequate (91%); and that the exercises and activities were useful (100%).

10. In general, how would you rate the content of the EMPHASIS workbooks (from 1 to 5) in terms of the following items:

		N					
			too many/ too broad		right number		too few/ too narrow
a.	Number of topics covered/ comprehensiveness	53	1	2	3	4	5
		%	0	14	86	0	0
			too much		right amount		too little
b.	Amount of detail/depth	52	1	2	3	4	5
		%	8	16	67	9	0
			extremely original		some-what original		not at all original
c.	Originality/innovativeness	56	1	2	3	4	5
		%	12	52	27	9	0
			highly useful		adequate		not at all useful
d.	Usefulness of case studies	54	1	2	3	4	5
		%	19	39	33	9	0
			highly useful		adequate		not at all useful
e.	Usefulness of exercises (fill-in-blank sections, charts, etc.)	59	1	2	3	4	5
		%	29	54	17	0	0

Concerning presentation 100% of the respondents felt the material was acceptable in categories of clarity of language, layout and arrangement of text and readability. See table below for additional information.

11. In general, how would you rate the EMPHASIS workbooks' presentation in terms of the following considerations:

	N	1	2	3	4	5
		extremely clear		acceptable		extremely unclear
a. Clarity of language	56	1	2	3	4	5
	%	55	27	18	0	0
		extremely attractive		acceptable		extremely unattractive
b. Layout (arrangement of text, illustrations, headlines, etc.)	54	1	2	3	4	5
	%	52	36	12	0	0
		extremely easy		acceptable		extremely difficult
c. Readability (easy to read and to understand)	57	1	2	3	4	5
	%	51	39	10	0	0

And finally all respondents were asked if they would recommend the workbooks to somebody in a similar counseling position. Of the 51 respondents 65% indicated "definately yes" and 35% "probably yes."

12. Would you be likely to recommend that someone in a position similar to your's use these workbooks?

N	definitely yes	probably yes	don't know	probably no	definitely no
51	1	2	3	4	5
%	65	35	0	0	0

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COUNSELORS EVALUATION QUESTIONNAIRE

QUESTION 15: OVERALL, WHAT DID YOU LIKE MOST ABOUT THESE CAREER PLANNING WORKBOOKS?

1. Wide coverage of topic.

2. I like the workbook format for teaching life/career planning.

3. Systematic, clear and cogent (face validity). They provide process.

4. Great as a practical summary of material. Pulls together a wealth of information and concepts previously learned in piecemeal manner. A great help in organization and future reference.

5. Coverage, sequence, order.

6. Their design as self-instructional material. I believe many people will find this aspect helpful in trying to resolve their own difficulties which are impeding their choice of careers.

7. Lend concreteness to very vague concepts, such as personal values, decision making processes. Takes some of the hocus pocus out of career choices, etc.

8. The exercises require the students to think and consider their situations and options a good deal. There is a good balance between information and exercises.

9. I like the layout, the language and the fact that they are so comprehensive. I also think its good that there are separate workbooks for each phase.

10. Organization of career decision-making skills, skills development exercises. Clarity of illustrations.

11. The "completeness" of the packet. Nothing seems to have been deleted regarding career education.

12. They are clear and to the point.

13. They are geared towards the "adult" student and very practical.

14. Organization, comprehensiveness, as an aid in teaching and counseling -- excellent.

15. Comprehensibility, readability - clarity plus examples, checkpoints very useful.

16. Integration of various career planning components.

17. Their use as a facilitator in group situations and their applicability to all age groups.

18. Removes mystery and mystique of career planning and emphasizes the long, laborious process that it is.

19. They involve the student and force him/her to make choices and decisions concerning himself.

20. They are attractive, readable and pragmatic. I can see some of the rationale for the way in which they were organized.

* * * *

COUNSELORS EVALUATION QUESTIONNAIRE

QUESTION 16: WHAT DID YOU LIKE LEAST?

1. I think these materials have a middleclass emphasis which would hamper their usefulness with some women, minorities; and unrealistic for the handicapped concerns.

2. A little too technical for some students.

3. I wish there had been more of a bibliography for extended studies - and an index.

4. Too much text.

5. This is difficult - probably the overall length could be shortened somewhat, but I think this is a matter of personal preference.

6. Would have enjoyed a horizon widening bibliography and suggestions for further resources. (You do all my work for me!)

7. The language level would "turn-off" some of the more highly educated, experienced adults with whom I work.

8. I tried to find the "least" but find them all equally useful.

9. When they were no longer available; case histories.

10. Perhaps a group course outline, tailored for the texts, could be provided with the workbooks, to assist the instructor initially.

11. The reliance on verbal/reading skills can limit the effectiveness to those with good verbal/reading skills; I would anticipate that those who are not highly motivated might lose interest.

12. Needs tailoring to specific populations, with specific concerns.

13. The presentation is a little "mickey mouse" (easy).

14. Some exercises are time-consuming; I wonder how much time would be given to these exercises. It seems as if one would have to be committed or dedicated to the project to do them all.

15. Checkpoint questions are weak at times when used as assignments for classes.

Cross Mode Comparison of Performed Behaviors Related to Major Workbook Objectives

In the 3-credit campus course, the combination of regular instructor contact, structured assignments and college credit proved to be conclusive to student involvement. Mean performance of behaviors related to workbook objectives was 72% for this class, while other settings ranged from 51 to 35%.

Library and Learning Lab participants and Extended Learning students tended to perform fewer behaviors, due to little instructor contact and few (if any) graded behaviorial assignments. For these reasons, and because of role conflicts and outside responsibilities, the Women's Center group also performed fewer behaviors than projected.

The average performance for all settings was highest (79%) for identifying major interests, skills and values, and lowest (19%) for visiting a school or training site to get information. This corresponds with students' goals, in which self-appraisal concerns were often cited. (While goals concerning preparation programs were also prevalent, time constraints probably prevented students from narrowing career choices sufficiently to warrent investigating particular programs.)

In general, students performed more behaviors related to specific workbook exercises (e.g. using the decision making process, identifying interest, skills and values, etc.) than behaviors requiring use of outside sources (e.g. visting a training site, practising job interviewing, etc), and performances were greater for behaviors treated as course assignments (e.g. 3-credit campus course students were assigned to write an autobiography and conduct an informational interview).

MEAN PERCENTAGE OF STUDENTS IN ALL SETTINGS WHO PERFORMED BEHAVIORS RELATED TO MAJOR WORKBOOK OBJECTIVES*

used the step-by-step decision making process at least once	72	researched local education and/or training options	34
prepared a list of satisfying decisions	53	investigated the education and/or training for entering occupation of interest	51
set short-term goals regarding a decision I need to make	78	visited a school or training site to get information	19
set long-term goals regarding a decision I need to make	57	submitted an application to a school or training program	22
completed a step-by-step analysis of achievements	51	conducted an informational interview	46
wrote an autobiography	26	made at least one contact for job information	48
identified major interests, skills and values	79	wrote my resume	33
decided which 3 Holland groups resemble my interests and personality the best	65	practiced job interviewing with a friend	22
investigated several occupations using print-based sources of information	41	plotted career pattern through 10 years in future	27
decided on what monetary and non-monetary rewards I need from ideal job	57		

* The complete results, from which this descriptive summary was taken, are contained in Appendix D.

MEAN PERCENTAGE OF STUDENTS WHO PERFORMED THE BEHAVIORS

Campus Career Education course (3 credits)	72
Campus Career Education course (1 credit)	44
Extended Learning Institute (3 credits)	51
Extended Learning Institute (DROPS)	34
Community Services Course	50
Women's Center Group	35
Community-based course	50
Libraries and Learning Labs	38

COMPARISON OF PERFORMED BEHAVIORS RELATED TO MAJOR WORKBOOK OBJECTIVES IN PERCENTAGES	Campus Career Education course (3 credits)	Campus Career Education course (1 credit)	Extended Learning Institute (3 credit)	Extended Learning Institute (CROPS)	Community Services Course	Women's Center Group	Community-based Course	Libraries & Learning Labs.
used the step-by-step decision making process at least once	100	76	88	67	20	77	78	53
prepared a list of satisfying decisions made	70	50	50	44	60	46	67	40
set short-term goals regarding a decision I need to make	100	75	75	67	93	54	100	62
set long-term goals regarding a decision I need to make	80	62	56	50	40	38	45	82
completed a step-by-step analysis of achievements	70	50	38	28	66	31	78	43
wrote an autobiography	90	20	25	11	27	8	17	13
identified major interests, skills and values	100	62	88	61	93	69	100	60
decided which 3 Holland groups resemble my interests and personality the best	100	76	69	44	80	46	67	37
investigated several occupations using print-based sources of information	80	43	63	17	33	23	50	22
decided on what monetary and non-monetary rewards I need from ideal job	80	57	63	28	53	54	72	49
research local education and/or training options	60	29	56	28	27	23	18	34
investigated the education and/or training for entering occupation of interest	60	71	69	33	40	23	50	62
visited a school or training site to get information	40	10	19	22	7	15	22	19
submitted an application to a school or training program	30	29	25	28	20	15	11	14
conducted an informational interview	100	38	50	22	47	46	33	30
made at least one contact for job information	70	33	44	39	47	46	67	40
wrote my resume	40	20	38	22	87	15	17	28
practiced job interviewing with a friend	40	5	19	6	87	8	6	13
plotted career pattern through 10 years in future	50	20	38	22	20	23	18	26

Content Examinations

Comparison of delivery modes using the instrument designed to evaluate the content retained from the workbook material, indicate no significant difference when comparing pre and post tests. A closer look at the results show that most students taking the pre-test had a fairly high level of competency (answering about 35 of 50 questions correctly). Although there appears to be a slight movement upward on the post-test the effect is consistent among groups and is probably due to the effect of the pre-test. Further, there are no significant deteriorations on the content test when pre and post tests are compared.

Interpretation of these data are somewhat difficult when considering the overwhelming positive results on the other evaluation techniques. One feeling is that the content test was not carefully developed enough to provide the accurate measurement of factual knowledge. In other words, it does not allow for discrimination based on the treatment. This is further supported if the content of the test is examined. Many questions appear to be insignificant or "picky" and others appear to be "common knowledge." This may account for the somewhat disappointing results obtained.

CONTENT EXAM

Content Test Means and Standard Deviations

		3 credit Campus Career Education Course Experimental (n=11)		1 credit Campus Career Ed. Course Experimental (n=12)		1 credit Campus Career Education Course Experimental 2 (n=9)		ELI - 3 credits Experimental (n=16)	
		Pre	**Post**	**Pre**	**Post**	**Pre**	**Post**	**Pre**	**Post**
TOTAL SCORE	M	31.82	35.1[illegible]	29.91	35.00	30.67	37.56	35.88	40.63
	SD	3.40	3,57	5.26	4.84	6.31	6.97	4.73	3.69
DECISIONS Subscore	M	5.64	7.73	5.36	8.00	5.67	8.22	6.13	8.00
	SD	.51	.91	1.63	.78	1.58	1.48	1.26	1.03
SELF Subscore	M	8.64	8.09	8.46	8.73	8.78	8.89	8.81	8.88
	SD	1.03	1.04	.93	.91	1.79	1.76	1.22	1.20
WORK Subscore	M	6.46	6.64	5.82	5.55	5.78	6.44	6.63	7.81
	SD	.82	1.80	1.54	.93	.83	1.59	.81	1.33
PREPARATION Subscore	M	5.82	7.09	5.46	6.46	4.89	7.11	6.88	8.25
	SD	,87	1.30	1.21	1.75	1.45	1.62	1.78	1.13
CHANGE Subscore	M	5.27	5.64	4.82	6.27	5.56	6.89	7.44	7.69
	SD	2.28	1.50	2.79	2.24	3.09	1.90	1.55	1.78

From the outset of the evaluation activity it was clear that an important source of information would come from the comparison of the different setting in which the material was used. The cross-mode comparison uses data from several sources and is presented in the table to follow.

Comparison of Goal Attainment

Comparison of delivery modes using the data recorded from the goal attainment scaling techniques seems to indicate that the most movement toward the attainment of career related goals (pre GAS-post GAS) occurs for the 3 credit ELI courses. This delivery system is one that allows the student almost total flexibility in using the material. The next most effective mode of presentation seems to be the 3 credit campus-based career education course. It should be noted, however, that all modes indicated significant success in the attainment of goals by the participents.

Comparison of Goal Attainment

Mean GAS Scores

	Pre GAS	Post GAS	Post GAS-Pre GAS
3 credit Campus Career Education Course	30.92	59.58	27.65
1 Credit Campus Career Education Course	30.91	55.16	24.25
3 credit ELI Course	25.87	61.39	35.53
Community Services Course	26.92	51.12	24.20
Women's Center Group	24.79	50.19	25.40
Community Based Course	28.31	54.03	26.28

Additional information is gleaned from the comparison of success-failure rates on the GAS for the different modes. The more structured credit bearing courses seem to have fewer failures with ELI course yielding the greatest success. The community courses (non-credit) indicate a greater failure rate. These results should be interpreted while considering the rather high dropout rate for this couse (not) atypical of self-pace, self-directed course offered at Northern Virginia. Therefore, the more valid results probably stand for the 3 credit campus-based career education course which also indicated a high percentage of success (85%).

Comparisons of Success-Failure Rate -- Goal Attainment

	Total # of Goals	# of Successes	# of Failures
Campus Career Education Course (3 credit)	40	34 (85%)	6 (15%)
Campus Career Education Course (1 credit)	39	28 (72%)	11 (28%)
ELI Course (3 credit)	55	49 (89%)	6 (11%)
Community Services Course	58	40 (69%)	18 (31%)
Women's Center Group	39	27 (70%)	12 (30%)
Community Based Course	64	45 (70%)	19 (30%)

DISSEMINATION ACTIVITIES

A. Publicity

1. Newsletters

The CENTS Project has published a newsletter (CENTS News) in the second year of funding. The mailing list has grown from 550 individuals and agencies to approximately 850 individuals and agencies during the year.

2. Professional Presentations

The CENTS staff has made formal professional presentations concerning the CENTS Project and use of the CAREER EMPHASIS material to the following groups or organizations:

- St. Louis Community College District (50 in audience)
- Towson State College Counseling Center (23 in audience)
- University of Maryland Career Development Center (15 in audience)
- Texas Department of Welfare - PACE Program (27 in audience)
- Northern Virginia Community College (50 in audience)
- Alabama Open Learning Program (14 in audience)
- Houston Career Education Conference (32 in audience)
- Maryland State Personnel and Guidance Association (41 in audience)
- Educational Testing Service Career Development Conference (52 in audience)

- Counseling Center Staff - Anne Arundel Community College (10 in audience)
- Counseling Staff - Disney Corporation Counseling and Placement Service (20 in audience)
- Virginia Polytechnic Institute - Reston (25 in audience)

3. News Releases and Media Coverage

Several newspaper articles have been written about the project.

B. Dissemination of Materials

1. Publication

Concerning dissemination of print - based CENTS material, it was decided after consultation with the office of Career Education to obtain copyright permission and request proposals from commercial publications for dissemination. The CAREER EMPHASIS series was accepted for Publication by Olympus Publishing Company (Salt Lake City, Utah), and the material was available for purchase in April , 1977.

2. Printing of Material

Prior to publication, the project printed 1000 copies of each CENTS unit for free dissemination to students and selected professionals in career education for evaluation purposes.

C. Visits and Inquiries

In addition to the above the project has been visited by approximately a dozen professionals interested in the nature of the project and has received approximately 350 mail inquiries from career education practitioners.

SPECIAL ACTIVITIES

The following special activities should be noted:

A. Efforts to Reduce Sex, Race and Age Stereotyping

The CENTS Project staff has been especially concerned with sex, race and age stereotyping.

The CENTS materials were written and repeatedly reviewed with "freedom from sex, race and age bias" as a major goal. Additionally, efforts were made to help users become aware of and cope with their own and others' stereotypes.

Specifically:

1. All pronouns referring to "people in general" were neutralized with regard to sex.
2. Unisex names were used as frequently as possible in case studies.
3. Men and women were portrayed in non-traditional, as well as traditional roles throughout the text.
4. Stereotyping by self and others was identified and discussed as an obstacle to satisfying decision making.
5. Activities were constructed to increase the users' awareness of their own and others' stereotypes. Users

were also encouraged to think about how stereotypes affect how they see and, possibly, limit themselves.

6. Illustrations and graphics were also reviewed with "freedom from sex, race and age bias" as a major criterion.

In addition, all the material was reviewed by Mr. Frank Burtnett of the American Personnel and Guidance Association, Director of APGA's "SEGO (Sex Equality and Guidance Opportunities) Project".

The project's course facilitators made additional efforts in the classroom to address sex, race and age stereotyping Specifically:

1. One session in the three-credit campus course was devoted to discussion of sex, race and age bias, based on stereotyping exercises in the SELF unit, and articles on sex-role bias.
2. Students in the Community Service and community-based courses assigned occupations to fellow class members and then discussed any stereotyping which occurred.
3. Students in the Community Service and one-credit courses reviewed a list of occupations, selecting which positions were appropriate for men only, women only, or for both sexes, thereby revealing sex-role bias.

APPENDICES

APPENDIX A

THE CENTS MATERIALS

APPENDIX B

GUIDE TO GOALS

(See Appendix H - Facilitators Guide Appendix F)

APPENDIX C

(See Appendix F Facilitators Guide Appendix F)

APPENDIX D

QUESTIONNAIRE

NAME: ____

Please read each question carefully and, when appropriate, place a check beside the answer which describes your feelings the best. For some questions, you will need to write in your answers.

PART I. With regard to the course in general:

1. How satisfied were you with the Life/Career Planning course and its instructor?

Very dissatisfied	________
Dissatisfied	________
Indifferent	________
Satisfied	________
Very satisfied	________

2. What were your reasons for being:

Dissatisfied: ______________________________________

____

Satisfied: ______________________________________

____

3. Do you have any suggestions for improving the Life/Career Planning course?

____

____

4. Would you recommend the Life/Career Planning course to a friend with career problems?

Yes	________
No	________

5. There are several ways that you can get career planning help. For example, one would be the course or workshop that you have just completed. Rank the following ways of getting career planning help by giving a 1 to that mode which best suits your needs; a 2 to that mode which suits your needs next best, etc. Consider factors such as time, cost, location, and your learning style. Be sure to rank each mode!

__________ 12-14 session on-campus course for credit

__________ 15-week independent study course for credit

__________ Community Service course (7 sessions, non-credit)

__________ Women's center workshop (7 sessions, non-credit)

__________ Church/synagogue based workshops (7 sessions, non-credit)

__________ Use of EMPHASIS workbooks at Library

__________ Use of EMPHASIS workbooks at home with help of a counselor

__________ Use of EMPHASIS workbooks at home without the help of a counselor

PART II. With regard to the EMPHASIS Workbooks:

1. Did you read the EMPHASIS workbooks?

Yes, mostly __________
Yes, partly __________
Not for the most part __________
Not at all __________

2. Of the materials that you did read, did you write in the answers to the activities?

Yes, mostly __________
Yes, partly __________
Not for the most part __________
Not at all __________

3. How much time did you spend reading and working through the EMPHASIS workbooks?

   a. approximately ________ hours per week

   b. approximately ________ total

4. How satisfied were you with the EMPHASIS workbooks?

Very dissatisfied	________
Dissatisfied	________
Indifferent	________
Satisfied	________
Very satisfied	________

5. What were your reasons for being:

   Dissatisfied: ____

   ____

   Satisfied: ____

   ____

6. Specifically, do you have any suggestions for improving the EMPHASIS workbooks?

   ____

   ____

   ____

7. Would you recommend the EMPHASIS workbooks to a friend with career problems?

Yes	________
No	________

8. Did the EMPHASIS workbooks help you resolve the career concerns which led you to seek out career planning help?

Yes, mostly	________
Yes, partly	________
Not for the most part	________
Not at all	________

9. If the EMPHASIS materials were recommended, not required, for this course, and if you couldn't get them for free, how much would you pay?

For each workbook	________
For the entire series	________

10. What was your opinion of each of the workbooks? Answer questions "a" through "f" for each of the workbooks by placing a check (✓) in the appropriate box.

	DECISIONS	SELF	WORK	PREPARATION	CHANGE I	CHANGE II
a. Was it helpful?						
Yes, mostly						
Yes, partly						
Not for the most part						
Not at all						
b. Was it interesting?						
Yes, mostly						
Yes, partly						
Not for the most part						
Not at all						
c. Was it clearly written?						
Yes, mostly						
Yes, partly						
Not for the most part						
Not at all						
d. Was it too detailed?						
Yes, mostly						
Yes, partly						
Not for the most part						
Not at all						
e. Did it provide you with new information?						
Yes, mostly						
Yes, partly						
Not for the most part						
Not at all						
f. Did you identify with the case studies?						
Yes, mostly						
Yes, partly						
Not for the most part						
Not at all						

9a. Please a check in the space opposite each of the activities below that you have done since you began the Life/Career Planning course:

_________ used the step-by-step decision-making process at least once

_________ prepared a list of satisfying decisions I have made

_________ set short term goals regarding a decision I need to make

_________ set long term goals regarding a decision I need to make

_________ completed a step-by-step analysis of my achievements

_________ wrote an autobiography

_________ identified my major interests, values and skills

_________ decided which 3 Holland groups resemble my interests and personality the best

_________ have investigated several occupations using print-based sources of information

_________ decided on what monetary and non-monetary rewards I need to get from my ideal job

_________ conducted at least one informational interview

_________ plotted my career pattern and know where I would like my career to go in the next 10 years

_________ researched local education and/or training options

_________ investigated the education and/or training requirements for entering an occupation of interest to me

________ visited a school or training site to get information
________ submitted an application to a school or training program

________ conducted an informational interview
________ made at least one contact for job information
________ wrote my resume
________ practised job interviewing with a friend

DEMOGRAPHIC QUESTIONNAIRE

NORTHERN VIRGINIA COMMUNITY COLLEGE
CENTS PROJECT

Dear Student:

The federal government is interested in the following information, to determine who is being served by the CENTS Project. Thus, we need a tally for each of the following categories.

DIRECTIONS: For each item, circle the phrase below that best describes you.

ITEM 1.
American Indian or Alaskan Native
Asian or Pacific Islander
Black/Negro
Caucasian/White
Hispanic

ITEM 2
Handicapped

Yes
No

ITEM 3
Low Income

Yes
No

ITEM 4
Male
Female

ITEM 5
22 years old and under
23-35 years old
36-45 years old
46-55 years old
56-65 years old
65 years old and over

ITEM 6
Less than high school education - high school diploma

High school diploma - 2 years' college experience or school based vocational training

2-4 years' college experience

Over 4 years' college experience

/continued.........

EXTENDED LEARNING INSTITUTE, 8333 LITTLE RIVER TURNPIKE, ANNANDALE, VIRGINIA 22003

ITEM 7

Less than 1 year of paid employment
1-5 years of paid employment
6-10 years of paid employment
11-20 years of paid employment
Over 20 years of paid employment

ITEM 8

On the whole I have been ____________________ with my previous jobs

very satisfied
satisfied
dissatisfied
very dissatisfied

ITEM 9

Have you ever received any career help from a counselor? Or have you taken any other career planning courses? If so, please explain below.

____

____

____

SATISFACTION QUESTIONNAIRE

PART I #2		PART I #3
Dissatisfied	**Satisfied**	
	The class was interesting and informative	More situations, group discussions
	The course helped me somewhat to discover some goals and how to see how some of my decisions are to be made.	None
	Because I learned a lot, especially on decision making, careers and my values.	No
The schedule of 1 hr. three times a week was too choppy. Not suitable for this arrangement.	The booklets are attractive and easily read, and contain much worthwhile material.	Any teaching sessions should be a minimum of $1\frac{1}{2}$ or 2 hrs. to allow feedback & working in small groups.
	I was satisfied because I was able to realize what type of skills I had and also because I was able to decide what type of work is best for me.	More group discussions.
	I realized too late that I didn't need to take this course because I knew what I wanted to do with myself but the teacher made it interesting. I learned from reading the workbooks & doing the checkpoints.	Have a few guest speakers from different types of careers.
	The instructor was good at getting certain important facts across to us. I gained some valuable information from taking the course.	Yes, I think it would have been better to have a 2-hour class each time.
I didn't quite make my decision goals all the way.	I got a better idea of my skills and my values in life and I know myself better now. I am taking responsibility for myself and my actions.	Have bigger classes, 20-25 perhaps, for a bigger range of ideas, discussion and questions that could help all.

SATISFACTION QUESTIONNAIRE

PART I #2		PART I #3
Dissatisfied	**Satisfied**	
	The handouts were interesting and they supplied you with a great deal of information. I felt very much at ease with other members of the class in discussions.	Maybe a few more in-class activities and a few guest speakers.
Moved too quickly. There wasn't enough time to work on the specific needs of each student.	It was informative. Gave good information on decision to be made, of what lay ahead & how to cope with it.	More should be done to help pupil break his or her particular barrier.
I had hoped that professionals in the different fields would come to talk to us about their field - it is impossible for an individual to explore all facets of the employment world - or maybe more audio-visual presentations on different occupations, to get a general idea of the types of work available.		Audio-visual presentations on the different fields of employment. Talks from heads of various departments at NVCC on their fields. More work on self-evaluation as related to career field.

ENL 108 (AN)

SATISFACTION QUESTIONNAIRE

PART II #5		PART II #6
Dissatisfied	**Satisfied**	
	The book contained information which was readable.	No!
	They were interesting enough to hold my interest and to want to work with them until I was satisfied.	Some of the exercises are a little bit lengthy -- maybe shorten them a little bit.
	The books were very helpful and some parts were fun. It also helped me to see what kind of person I am.	No.
	Very well done. Informal style with good examples.	None.
	The books gave a lot of information as where to go to find information about jobs. It also helped me to learn things about myself which I didn't know before.	No.
	The workbooks were helpful.	No, not really.
	Well written, specific and informative. Information I had not seen before.	No.
Well, I guess there was so much I couldn't quite comprehend as to my situation until it was worked out with my teacher.	I got a lot of information that is helping me now and some I can use later.	Not really. I feel that a bigger class group might help discussions by bringing out a wider range of ideas and problems that might be related.
	Emphasis was helpful, not only for the information but it made me think (as in my career expectations, alternatives) a lot more than I would have. I've learned more about the job market in general & I can identify with my values, skills & goals.	Basically, I felt they were well-written. I have no complaints with them.

SATISFACTION QUESTIONNAIRE

	PART II #5		PART II #6
	Dissatisfied	**Satisfied**	
10.		It gave plenty of examples, tips and sources of information throughout the books.	No.
11.			Useful but would like to see some kind of general information on specific careers.

GEN. 100 (ALEX.)

SATISFACTION QUESTIONNAIRE

PART I
#2

PART I
#3

	Dissatisfied	Satisfied	
1.		I learned some places to find information.	
2.		I didn't expect much, because the course is not meant for me, but I still learned something from it.	
3.		I learned a few new methods of decision making.	
4.		Ample information - good discussions Class well paced.	Perhaps have a private interview fo discussion of specific career probl
5.		I received a good lecture from the instructor. She was good.	
6.	It just wasn't my cup of tea.	Lots of help and very informative.	
7.		Get some more information	Set a goal - decision making
8.		Excellent instruction	
9.	115		Make a separate unit for outside sources with checkpoint
10.		I learned a lot.	116 No - The instructor was very thorou The books were also very illustrati and thorough.
		Enjoyed what I learned.	

SATISFACTION QUESTIONNAIRE

GEN. 100 (ALEX.)

PART II #5

PART II #6

	Dissatisfied	Satisfied	
1.		They were presented step by step and allowed you to absorb the material by doing the work.	
2.		Learned something from it.	
3.	Books tend to be simple and redundant		
4.		Helpful information, lots of examples helped me identify with idea being discussed.	
5.		They are explanatory.	
6.	Very boring		Burn them
7.	Too much time	Learn new things	
8.		Completely thorough	
9.			5-10 objective type questions at the end of each book. Go to a programmed type workbook.
10.		They were very straight-forward, easy to understand and thorough and illustrative.	
11.			

GENERAL 100 - CONTROL GROUP

Freds

SATISFACTION QUESTIONNAIRE

	PART I #2		PART I #3
	Dissatisfied	**Satisfied**	
1.		I learned to make satisfying decisions	Few films on possible job careers
2.		Covered a lot of questions from students - allowed free interrelating	More time or less requirements for one credit
3.		It gave more reasons and guidelines on how to plan a future career.	Maybe class visits to job organizatio in the area.
4.	You couldn't miss but two classes!	The educational material was excellent.	
5.		I felt it to be very interesting and informative.	
6.	Not enough information on different occupations.	Instructor inspired good oral communication.	More emphasis on different occupations and ways to obtain skills.
7.	Too much homework; simplistic workbook reiterates and reiterates.	Relaxed atmosphere, open-minded, willing to help teacher.	Little more control in class so that certain students in class don't hog the attention.
8.		Good instruction and work.	
9.		The course was thorough, it made me more aware of my wants, needs, skills, etc.	

SATISFACTION QUESTIONNAIRE

	PART I #2		PART I #3
	Dissatisfied	**Satisfied**	
10.		I think the course is very relevant for a person who is looking for direction in his life.	Maybe it should give more credits, therefore having more time to really get into more of the substance of course and the particular individual.
11.			

SATISFACTION QUESTIONNAIRE

	PART II #5		PART II #6
	Dissatisfied	**Satisfied**	
1.		Learning decision making process	Films
2.		Interesting - If there had been more time to read these they may have been more effective.	
3.		It gave me a greater insight on preparing for job and life decisions.	
4.		No comment.	
5.		They were for the most part clear and concise.	Smooth out roughspots.
6.	Too repetitious	Had good outline for resume, and ladder on how to make decisions.	
7.	Too simple - It asked you to rewrite too many things.	Interesting examples of different people's job outlooks and case studies.	Shorter, less reiteration, less simplistically written.
8.		It helped to understand the field better.	
9.		I was satisfied, but I found that trying to do each individual exercise was very time-consuming.	
10.		I think the books are very informative.	
11.			

COMMUNITY SERVICES COURSE
SPRING

SATISFACTION QUESTIONNAIRE

	PART I #2		PART I #3
	Dissatisfied	Satisfied	
1.		1. The course materials challenged the student to be very demanding of him - or herself. 2. The instructor was very adept at initiating dialogues among the students which proved helpful to everyone.	I hope it is no sign of density that I have no concrete suggestions - it was great!
2.		Learned of many more resources than I knew existed.	More testing like Holland grouping.
3.		Material was presented concisely. Student able to accomplish work in course booklets at his own pace.	For people with full-time jobs and families, the course should be longer to allow time to work through exercises in workbooks while instructor feedback is available.
4.	Because of pneumonia I missed too many classes and therefore did not get as much out of class as I otherwise would have.	Thought the teacher was very good, knowledgeable and imaginative.	
5.	The course was pointed at older people.	It gave me idea of what to do when I am in old problems, and how to go about searching for my career.	Make the course maybe 2 days longer.
6.	It was too condensed in too short of a period.	The instructor and class activities were very helpful.	The community service course should be longer than 7 weeks and held twice in a week.
7.		Very well presented; wealth of information.	Should be over a longer time span; perhaps two weeks between classes.

COMMUNITY SERVICES COURSE
SPRING

SATISFACTION QUESTIONNAIRE

PART I
#2

PART I
#3

	Dissatisfied	Satisfied	
8.	Too short.	Comprehensive/ Manuals very helpful; cost very reasonable; structured situation good.	Add two more sessions/ Make between class assignments more specific.
9.		The class gave me ideas on how to get all the facts together for a job	The class should be longer.
10.		Teacher never put us down; always felt accepted, sometimes uplifted.	10 weeks and meet every other week - then there's more time to go over the booklets.
11.		Felt the information and methods used were quite highly motivating to make decisions about one's personal and/or career plans, especially personal in my case.	
12.		Became aware of skills, learned where I have to really work to achieve some of my goals.	
13.	I felt the course could be extended over a longer period of time.	I feel I have accomplished something.	
14.		Enjoyed learning the information available for career - life planning.	Extending the time, if possible.
15.		Covered a great deal of information, suggestions, etc. - personalized too! very helpful in motivating.	A few weeks longer would be the only suggestion.

COMMUNITY SERVICES COURSE
SPRING

SATISFACTION QUESTIONNAIRE

	PART I #2		PART I #3
	Dissatisfied	Satisfied	
16.		Many new ideas, and have some as my work and personally.	Yes.
17.	Time was too short.	Content excellent; very pleasant atmosphere.	Lengthen time.

COMMUNITY SERVICES COURSE
SPRING

SATISFACTION QUESTIONNAIRE

	PART II #5		PART II #6
	Dissatisfied	Satisfied	
1.		The books demanded of the student that he/she find answers within him/herself.	Not particularly - For the record, I particularly enjoyed the "sketch effects"
2.		Helped to get in touch with self.	
3.		Exercises very helpful in understanding my own feelings.	
4.		Gave me some new ideas as to possible ways to further knowledge of myself and new ways of dealing with my problems.	
5.	There was almost too much to do in each book.	The exercises let the individual figure out their own problems. Very personal.	Shorten them.
6.	There was so much to do and think about, so many blank spaces to fill in when I was so unsure to begin with. It can be very frustrating at times.	Some activities were beneficial to me.	
7.		Detail, diagrams, examples	
8.	Not enough time on some subjects.	Self-explanatory - comprehensive.	
9.		The information in books gave me many ideas and information.	

COMMUNITY SERVICES COURSE
SPRING

SATISFACTION QUESTIONNAIRE

PART II
#5

PART II
#6

	Dissatisfied	Satisfied	
10.		There's a lot there to digest, discuss now and for the weeks to come.	
11.		As I am still in the process of deciding whether I shall go to work, the personal development was of more interest than the career aspect.	
12.		Learned not to be afraid to make a decision, became aware of a lot of skills, made decision to prepare to change job career.	They are very well written for most everyone to study.
13.		The books can be used again as a reference.	
14.		Felt they stopped and made you think and therefore examine yourself.	
15.		There was so much information covered (all aspects of career developing); possibly too much for 7 week course.	Excellent
16.			
17.		Made me think; concrete examples used to illustrate; good information included and direction to other sources.	

CHURCH GROUP

SATISFACTION QUESTIONNAIRE

	PART I #2		PART I #3
	Dissatisfied	**Satisfied**	
1.	Recent exposure to similar course detracted from the effectiveness of this class - sameness.	Pleased to have EMPHASIS workbooks.	Smaller classes, more action - less talk, grouping people in each class more closely with others whose interes and backgrounds are similar so that one can identify with another
2.		I received much more information than I ever expected. Very interestingly presented.	
3.		The course was interesting and spoke to questions which can be reviewed throughout life.	At times the non-structural sessions wandered and were not as interesting as the structural exercises.
4.		It was well presented, helpful and interesting	
5.		The course was carefully planned and well taught.	Longer course
6.		Listening to other people's career problems who were similar to mine	
7.		Well qualified instructor, course provided vital guidance, excellent teaching aids and program planning.	Shorten small group meetings - with possibly more of them. Encourage cla discussion (as you do) but more, quickly chop off irrelevant commentary by students.

CHURCH GROUP

SATISFACTION QUESTIONNAIRE

	PART I #2		PART I #3
	Dissatisfied	Satisfied	
8.		Gave me some new insights about me -- New approaches in a logical, attainable, understandable, and relatively painless manner.	Add two more sessions for group discussion of personal experiences/ mutual support and reinforcement/ suggestions.
9.	Too much material for short time, some lack of control of session time with omission or too little time for important points.	Creative, challenging, genuine interest and enthusiasm by leader.	See dissatisfied - more control of group at times. Lengthen course and directly work with key parts of workbooks or designate key parts of workbo for all and optional for others.
10.	Didn't put enough of my own effort in to it. Group too large, classes too short. My emphasis was job-finding skills, i.e. resume and interview - wanted more time on it.	Got some good suggestions from people. It was a good experience. The leaders were well prepared and presented nicely.	Make it longer than 7 weeks. Make group smaller so more participation a brain storming and individual attenti
11.		The course provided a great deal of direction in evaluation of personal needs, goals, skills, etc.	Lengthening the duration of the cours
12.		Helped me find way to change career.	Needs more time
13.		Very supportive, informational thought provoking	Extend the number of weeks so can go into more depth
14.		I met new people.) I read new books.) I learned.	Yes. The number of meetings should b doubled, that is 14 instead of 7.

CHURCH GROUP

SATISFACTION QUESTIONNAIRE

	PART I #2		PART I #3
	Dissatisfied	Satisfied	
15.	Length of course - some of the books really needed several weeks discussion	The material presented in class and exercises to take home were very useful	Make it 12 weeks, have at least one exercise for interests, and skills (as did with values) include more lists where appropriate
16.		Excellent content and provided the motivation to complete the workbook exercises, which were worthwhile and eye-opening	Guest speakers on key topics. Perhaps a bit more spacing between classes, to allow time for more informational interviewing.
17.	I need more time - course needs to be longer, more time between classes.	The course pulls together a lot of information into a total, comprehensive package. Provides support - a feeling of I'm not the only one feeling this way.	IBM has a computer that high school students use for information gathering couldn't something like that be made available to adults.
18.	Not able to start new career or improve present job yet	Confident course has helped very much in crystalizing life style/career goals	Have enjoyed course and feel it is a very good one
19.		Every area about which I had doubts was covered, either in the books or through class discussion or exercises handed out	1. More examples of values, skills, et when the terms were first introduce (especially values). 2. More guidance, suggestions, etc. re doing the biography 3. Introducing "The Quick Job Hunting earlier. It was very helpful.
20.	I haven't reached my goals because other demands and illness prevented me from doing the necessary work.	I made a beginning and can complete course and booklets in one weekend. Have learned a lot of tips.	More time to do exercises in books in class; allow option of doing workbook instead of doing small-group exercises.

CHURCH GROUP

SATISFACTION QUESTIONNAIRE

	PART II #5		PART II #6
	Dissatisfied	**Satisfied**	
1.			
2.		They were thorough, clear, thought-provoking, interesting	
3.		As with the course I felt it gave good exercises which could be re-used over the years.	
4.		Helped me know that what I do is useful - Made me think of myself more.	
5.		The books were interesting and helpful.	
6.		It gave good examples and explanations of "EMPHASIS"	No, I felt it was straight and to the point.
7.		Workbooks are well written and can be effectively utilized by individuals of differing ages and goals.	No. Workbooks reflect much researc and effort.
8.		Gave me some new insights about me -- New approaches in a logical, attainable, understandable, and relatively painless manner.	None other than binding into a sing volume for easy use in referring to past reading -- keeping together (assuming that all books are used whenever taught/studied.)
9.	So much had relatively little application to my particular needs	Had some ideas and procedures that helped my understanding	Condense them and still retain the main thrusts of the sections.

SATISFACTION QUESTIONNAIRE

CHURCH GROUP

	PART II #5		PART II #6
	Dissatisfied	Satisfied	
10.	I was not highly motivated. Having just finished school it was hard to take a class.	The little I did was thought provoking.	A little more information in conjunctio with all of the exercises
11.		I felt that they helped me identify areas of personal importance.	
12.		Made me more aware of self.	
13.		Helped take step by step - Complete - helped find hidden thoughts, goals, ideas, etc.	
14.	The EMPHASIS Workbooks were too big. They contained too much information.		Yes. The size and contents should both be decreased.
15.	Some sections - interests for one - don't seem to get at the topic	The ideas and exercises in several sections were excellent, thought provoking and helpful	Give more examples, but be more specifi in particular exercise as to what it's looking for
16.		Activities were sequential and helped make me aware of my interests.	
17.		Helped me clarify - I had done a lot of the exercises before but it helped me pull things together.	The illustrations and diagrams could be improved.
18.			

CHURCH GROUP

SATISFACTION QUESTIONNAIRE

PART II
#5

	Dissatisfied	Satisfied
19.	Unsure as to what was asked of me sometimes. Needed more examples. Disliked job-clustering section especially - couldn't do.	Liked the way it was organized; it seemed all-inclusive; really helped me get to know myself better
20.		Well presented; clear; allows me to focus

PART II
#6

Work on job clustering section. Give more examples of types of achievements. People tend to rule out achievements that might be relevant. Define values, skills, interests, at the outset and give examples.

APPENDIX E

EMPHASIS EVALUATION QUESTIONNAIRE

NAME ______________________________

TITLE ______________________________

ORGANIZATION/INSTITUTION ______________________

Please take a few minutes to complete this questionnaire. The first four questions concern information the U.S. Office of Education has asked us to gather. Your responses for this entire questionnaire will be kept confidential. Many thanks.

DIRECTIONS: For each item, circle the phrase below that best describes you.

1. American Indian or Alaskan Native
   Asian or Pacific Islander
   Black/Negro
   Caucasian/White
   Hispanic

2. Handicapped

   Yes
   No

3. Male
   Female

4. 22 years old and under
   23-35 years old
   36-45 years old
   46-55 years old
   56-65 years old
   65 years old and over

5. Whom does your organization, institution or agency serve (age, sex, other characteristics)? Check the appropriate response.

Age of majority of clients:

15-18 ______
18-21 ______
21-40 ______
40 + ______

Sex:

predominantly male ______
predominantly female ______
mixed ______

Other distinguishing client characteristics:

____

____

6. Approximately how many people does your organization, institution or agency serve per calendar year? ____________

7. How do you intend to use the EMPHASIS booklets? Check the appropriate boxes:

I will not use them ☐		
I WILL:	YES	NO
Read the materials myself and use the concepts as I work with students		
Assign part or all of the workbook(s) as homework for individual or group clients		
Use part of workbook(s) as in-session exercises for individual or group clients		
Refer individual or group clients to EMPHASIS workbook(s) as an appropriate self-instructional reference		
Use as text for career/life planning class or workshop		
Other ways used (specify): ____________ ____________		

8. With what percentage of your clients do you expect you might use any of the EMPHASIS workbook materials or concepts?

0% ______
1 - 15% ______
15 - 25% ______
25 - 50% ______
50 - 75% ______
75 -100% ______

9. Rank order the books in terms of the one you feel will be the most useful (1) to the one you feel will be the least useful (6) to your students:

______ DECISIONS
______ SELF
______ WORK
______ PREPARATION
______ CHANGE I
______ CHANGE II

For the following items, please circle the number that most nearly corresponds to your opinion.

10. In general, how would you rate the content of the EMPHASIS workbooks (from 1 to 5) in terms of the following items:

		1	2	3	4	5
a.	Number of topics covered/ comprehensiveness	too many/ too broad		right number		too few/ too narrow
b.	Amount of detail/depth	too much		right amount		too little
c.	Originality/innovativeness	extremely original		some-what original		not at all original

d. Usefulness of case studies

1	2	3	4	5
highly useful		adequate		not at all useful

e. Usefulness of exercises (fill-in-blank sections, charts, etc.)

1	2	3	4	5
highly useful		adequate		not at all useful

11. In general, how would you rate the EMPHASIS workbooks' presentation in terms of the following considerations:

a. Clarity of language

1	2	3	4	5
extremely clear		acceptable		extremely unclear

b. Layout (arrangement of text, illustrations, headlines, etc.)

1	2	3	4	5
extremely attractive		acceptable		extremely unattractive

c. Readability (easy to read and to understand)

1	2	3	4	5
extremely easy		acceptable		extremely difficult

12. Would you be likely to recommend that someone in a position similar to your's use these workbooks?

1	2	3	4	5
definitely yes	probably yes	don't know	probably no	definitely no

13. For which types and ages of people would these books be appropriate?

high school students _____
two-year college students _____
four-year college students _____

adults over 25 _____
(including mid-career changes)
returning women _____
pre-retirees & retirees _____

unemployed _____
minorities _____
handicapped _____

14. Are you considering adaptation of the workbooks to be used in counseling or teaching?

Yes ____
No ____

15. Overall, what did you like most about these career planning workbooks?

____

____

16. What did you like least?

____

____

17. If these workbooks were produced for sale, what do you think would be a reasonable charge for a copy?

____

For the entire series?

____

18. Any other comments?

____

____

____

APPENDIX F

FACILITATOR'S GUIDE

TO THE

CAREER EMPHASIS MATERIALS

January 1977

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WHAT IS CAREER EMPHASIS?

CAREER EMPHASIS is a series of print-based, self-instructional career education books. The aims of these books are to help people (1) learn the career planning process; (2) evaluate their past and present life experiences and their future goals in order to formulate a sensible and satisfying life/career plan, and (3) learn the skills necessary to repeat the career planning process.

To achieve these aims, the following books have been developed: DECISIONS (skills' training in decision making); SELF (self-appraisal); WORK (learning about the world of work); PREPARATION (obtaining education and training, and CHANGE (job seeking and job keeping skills).

RATIONALE FOR CAREER EMPHASIS

The Department of Labor has reported that adults change careers 5 to 7 times. Richard Bolles (1972) suggests that people under 35 change jobs every $1\frac{1}{2}$ years and people over 35 change jobs every 3 years. CAREER EMPHASIS, therefore, was designed so that people would not only be guided through a career planning process, but would learn the skills necessary for this process to be repeated throughout their lives.

Many men and women, because of full-time employment, domestic responsibilities or financial limitations, cannot make use of traditional learning systems and traditional career education services. CAREER EMPHASIS was designed to meet the needs of these people by making it adaptable to a variety of settings and flexible in its usage. Because of this flexibility, the materials have been used in such settings as credit and non-credit courses, groups, adult centers, community agencies, public libraries, counseling centers and learning labs.

WHAT IS THE PURPOSE OF THE FACILITATOR'S GUIDE?

The Facilitator's Guide was designed to be used by teachers, counselors and facilitators with responsibilities for providing career education to adults. This includes those facilitators who reach adults in the classroom or in the community, in groups or on a one-to-one basis.

This guide provides the teacher and counselor with the theoretical basis of CAREER EMPHASIS. It also suggests to the facilitator different strategies for using the materials to suit different settings, different purposes and different clientele. Further, objectives and evaluative instruments for each unit are included in the appendix of this guide.

WHAT ARE THE OUTCOME BEHAVIORS OF THE USERS?

EMPHASIS: DECISIONS

The students will:

1. Take more control of their lives by learning decision making
2. Identify obstacles that prevent them from making decisions
3. Learn the steps in a decision making process
4. Set short term goals for decisions they make
5. Set long term goals for decisions they make

EMPHASIS: SELF

The students will:

1. Identify their interests
2. Identify their skills
3. Identify their values
4. Define a lifestyle preference

EMPHASIS: WORK

The students will:

1. Develop a personal definition of work
2. Relate leisure to work
3. Know what information is important for them to acquire a job or career
4. Systematically determine how much they need in the way of salary
5. Be able to evaluate job opportunities from both monetary and non-monetary rewards
6. Be able to relate their skills to those skills required by a particular job or cluster of jobs
7. Be able to plan their careers and have better control over where they go and what they do

EMPHASIS: PREPARATION

The students will:

1. Discover the education or training requirements for entering an occupation of interest to them
2. Discover what education or training programs exist in their local areas.
3. Make a decision of whether or not to get additional education or training
4. Discover what financial aids are available to them
5. Learn how to apply to a school or training program

EMPHASIS: CHANGE

The students will:

1. Learn how to act assertively in a job hunt
2. Build a network of contacts of people who could inform them of jobs and job openings
3. Know how to be aware of job openings
4. Be able to handle themselves well in job interviews
5. Be able to write an effective resume and cover letter
6. Learn how to conduct informational interviews
7. Be able to adjust to a job, once hired

WHAT ARE THE ASSUMPTIONS BEHIND CAREER EMPHASIS MATERIALS?

There were three types of assumptions about career education underlying the design of these materials: (1) conceptual; (2) process, and (3) program.

1. Conceptual Assumptions

A. One of the most basic assumptions is that it is for all persons

- Since both career and education extend from the preschool through the retirement years, career education must also span almost the entire life cycle.

- Both career and education are best viewed in a developmental rather than a fragmented sense.
- Career education is for all persons ...... including the young and the old, the mentally handicapped and the intellectually gifted, the poor and the wealthy, males and females, students in elementary schools and in graduate colleges.
- The individualistic goals of career education are to make work (a) possible, (b) meaningful, and (c) satisfying for all individuals throughout their lifetime.

B. The second major conceptual assumption is that career education is humanistically oriented.

- In short, this concept allows for the translation of career education into goals that seek to make work possible, meaningful and satisfying for each individual.
- In Learning For Tomorrow, edited by Alvin Toffler (1974), it is suggested that the change in the nature of work and education, the reordering of priorities, is a vital component in providing "..... a gratifying fulfillment of personal and social needs .... Career education is, after all, a response to the life needs of individuals" by providing the infrastructure for the linkages among education, work, culture, lifestyle and economics as related to self and others.

2. Process Assumptions

A. There is such a process as adult career development.

- Until recently, the articulation of the adult career development process has been somewhat limited. Most research resources have been spent on the study of child and adolescent development.

B. Adulthood represents dynamic career development.

- Societal myths held about adults may have subtly effected the establishment of applied and research programs. Included in this category are the generally held beliefs that adulthood is a period of stability and maintenance. Further, the very nature of the term 'adult' suggests maturity in that they "are old enough to take care of themselves."
- Schlossberg (1975), in reporting recent research on the adult career cycle, provides the basis which attacks such widely-held misconceptions. To be more precise, it is reported that:

  1. Middle age is a period of increased options and career development.
  2. Adults change their relationship to the world of work not because they are forced to or have failed at their jobs, but because of widening interests and heightened self-awareness.
  3. Change is constant in adulthood. Every human being constantly makes changes, even while remaining in the same job.

- The processes of occupational decision making and occupational preparation will probably be repeated more than once for most adults in today's society.
- It can increasingly be expected that education and work will be interwoven at various times in the lives of most individuals rather than occur in a single sequential pattern.
- It is becoming increasingly clear that adulthood is not necessarily limited to maintaining one's position in life, nor is it the "beginning of death in life". It may be, rather, the time for the emergence of a self concept built on years of personal interaction with the environment.

C. For adults, career change or anxiety about the world of work may come from both internal and external sources.

- Many adults make inappropriate initial career choices due to lack of self-knowledge or because they do not have adequate information about occupations.
- The personal life experience may render an initially congruent choice incongruent.
- Interests may change over time.
- Further rapid changes in technology cause the world of work to be fluid to an extent never before witnessed.

- Occupational decision making is accomplished through the dynamic interaction of limiting and enhancing factors, both within the individual and in his present and proposed environment. It is not, in any sense, a simple matching of individuals with jobs.

D. The concept of "Vocational Maturity" represents a useful construct when considering adult career development.

- David Sheppard (1971), after administering the Vocational Maturity Inventory (based on John Crites' concept of vocational maturity) to 200 adult males, concluded that "in any large heterogeneous sample of male adults there are individuals who represent all levels of the maturity continuum."

- Vocational maturity provides a theoretical construct for understanding adult career development in that it suggests several processes relating to the process of vocational life, not just the work activity itself. Maturity is reflected by the person who has the skills to go through the career change process and the skills to adjust to a job situation. Career maturity is reflected by the person who is able to make decisions through a logical decision making procedure, can deal with change in self and in work, is self directed, has confidence, has control over his/her own life and has the skills necessary in interacting with the world of work.

E. The vocationally mature adult is one who can cope with change - in self and in environment.

- A most striking research study by Roe and Baruch (1964) indicated that the many vocationally immature adults studied did not feel in control of their careers. They attributed their work changes to external factors including chance, rather than to career planning, such as organizing and interpreting relevant career information.
- The construct of vocational maturity helps judge an individual's sense of what can be called a "locus of control (Rotter, 1966)." Self-direction, control, confidence and other skills necessary in interacting with the world of work summate to career maturity. The goal of these materials is to provide intervention to stimulate self-assessment, self-direction, to provide skills which will contribute to control and confidence and to activate decision-making concerning work and education.

3. Program Assumptions

A. Systems used in adult career education programs must allow for user flexibility.

- The adult population is generally not institutionally-based as are secondary school students.
- The materials are developed to represent time -- and space-free concepts, to the greatest extent possible. The materials are transportable, self-instructional and interactive.
- From the time- and space-free model, different and expanding uses can be devised and adapted.

B. A most basic assumption proposing a career education program for adults is that the subparts and process do not necessarily follow a direct and logical sequence, although there appears to be a recommended sequence of activity.

- An adult may enter the career education program at any level of vocational maturity. This is determined by past experience and current skill level.
- Adult career education needs may be very specific in nature or conversely broad and general.
- Career education programs, therefore, must provide for assessment of vocational maturity and subsequent activities that serve the needs of all levels.

C. The relationship between the adult and the world of work is one that is varied and unique.

- In the K-12 setting one of the major goals of career education is the exposure of students to the world of work. Many adults, however, have for many years actively participated in work or have closely observed others participating. Therefore, the quality and quantity of knowledge concerning work is wide-ranging for adults and frequently extensive.

- This program moves the adult quickly to the point of obtaining updated, accurate information regarding occupations of interest and to obtaining career development skills.

D. The successful school-based approaches to career education may not be the most effective in presenting career education to adults.

- Few adults participate in intensive classroom instructional programs (most adults are part-time students).
- Adults are much more receptive to the direct presentation of career education skills training.
- Adult career education needs are immediate and require an intensive approach.

WHAT MODEL OF ADULT CAREER DEVELOPMENT WAS USED AS A BASIS FOR THESE MATERIALS?

Until recently, models of career development have concluded with late adolescence or early adulthood. Those models which did include the total life span referred to adulthood as the stage of maintenance or stability.

To provide a basis for developing these materials, the following cyclical adult career development model was identified.

The career change process contains two basic phases -- anticipation and implementation, with a choice point separating the two. Out of a period of stability, anticipation of change occurs.

ANTICIPATION PHASE -- the first sign that we are entering this phase might be anxiety about work, dissatisfaction or boredom. It might also be the need to grow, to change, to expand. To successfully move through the anticipation phase, a person must acquire skills in decision making, self-awareness and information seeking about the world of work.

Career Decision Making -- We make decisions every day, but, to change a job or enter a new career is not easy. There is, however, a recommended decision making process -- a way to attack it that is most useful.

Awareness of Self -- Who am I? Where am I going? Those are questions that confront us all, young and old alike. Before we can make any final decisions regarding careers, they should be answered.

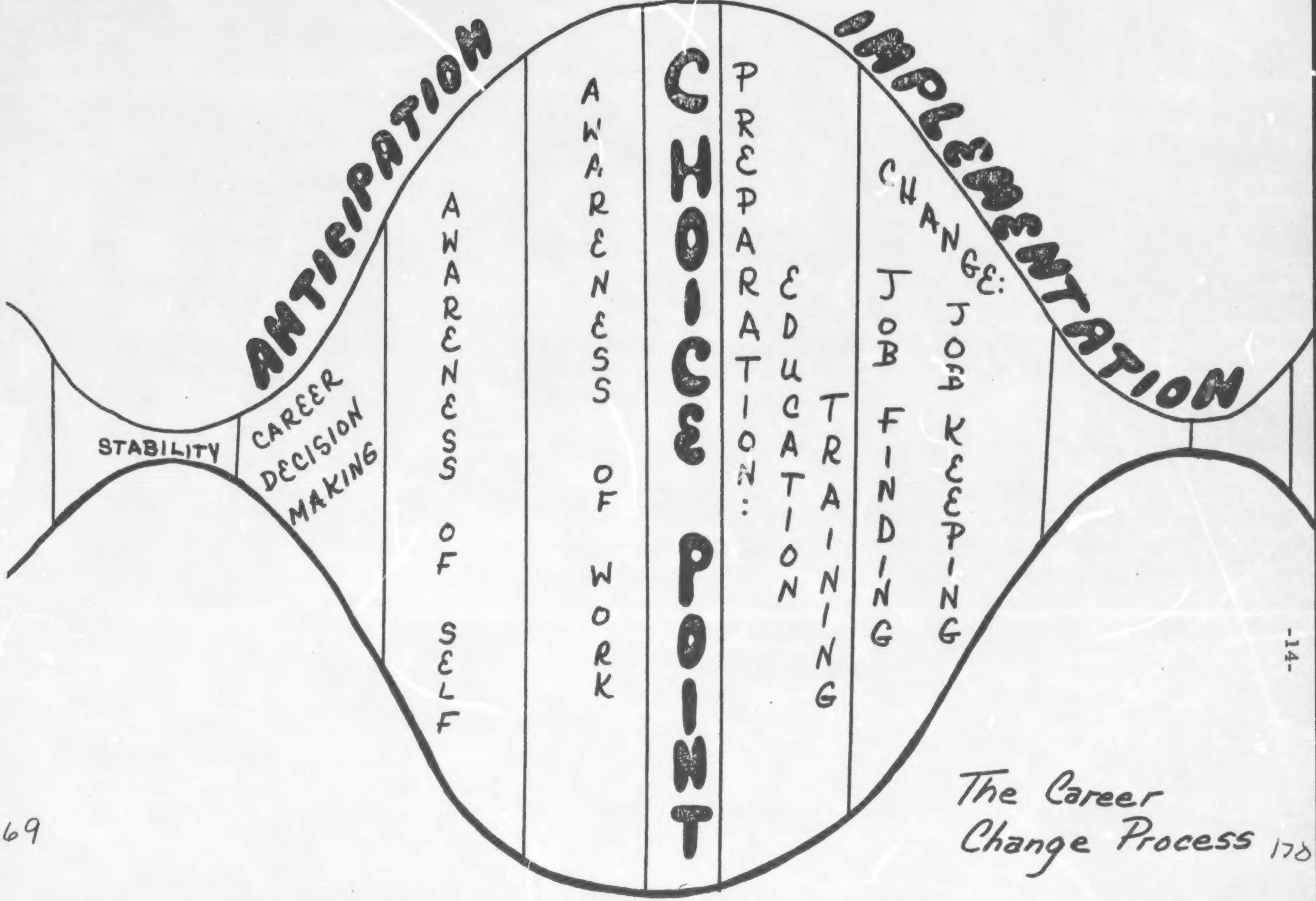
Awareness of the World of Work -- The world of work probably has the the most impact on our lives as any other part of American society. We interact with it and in it every day. It affects our standard of living, our happiness, our future. It is so great and all-encompassing that it is almost too hard to comprehend. In order to get from work what we want, we must be able to ask the right questions and seek out information.

THE CAREER CHOICE POINT -- Using an effective decision making process, and taking into account as part of that process the world of work and knowledge about ourselves, there is more chance for an accurate career choice. Once that occurs, a new set of skills is required to implement and carry out the career decision.

IMPLEMENTATION PHASE -- How many times have you made a decision to do something, gone through a heart-rending ordeal in making it, and never acted on your decision? Making the transition -- carrying out the changes -- is most important. Without action or implementation, the decision and planning are less meaningful. There are skills that you will find helpful.

Preparation -- Education and Training -- Once the decision is made, often new training is required. There are many opportunities and you must first discover what are the options and then decide which is best for your needs.

Job Seeking and Job Keeping -- In many ways, it all comes down to these two elements. As we all know, the job search is a difficult and frustrating experience. There are ways to maximize success - skills which can lead to self-confidence as well as finding the right job within your career choice. It doesn't stop there, however. Success in that job is also a prime consideration.


ANTICIPATION
STABILITY
CAREER DECISION MAKING
AWARENESS OF SELF
AWARENESS OF WORK
CHOICE POINT
PREPARATION:
EDUCATION
TRAINING
IMPLEMENTATION
CHANGE:
JOB FINDING
JOB KEEPING

The Career Change Process

IV. A STEP-BY-STEP DECISION MAKING PROCESS -- A step-by-step decision making process helps you organize relevant information and define alternatives. It increases the chances of choosing the most satisfying alternative. This chapter describes the process in detail and gives you an example of a person using it.

- Identify the Decision
- Gather Information
- Identify the Alternatives
- Weigh the Evidence
- Choose Among the Alternatives
- Take Action
- Review Decision

V. APPLYING THE STEP-BY-STEP PROCESS TO YOUR OWN DECISIONS -- This chapter helps you identify the way you've made decisions in the past. It leads you through the step-by-step process for a personal decision and provides you with a chart to summarize your decision.

- Evaluating Past Decision Making
- Using the Step-By-Step Process
- Summary Chart of Your Decision

EMPHASIS. SELF

TABLE OF CONTENTS

I. INTRODUCTION -- Knowing who you are and what you need is vital information to consider when making any major life decision. This chapter presents two activities which, if completed, will provide you with much of the raw material needed to identify your interests, skills, values and life style preferences.

- Ingredients of Self Awareness
- Stereotypes

II. INTERESTS -- The more actively involved you are in work and non-work activities related to your interests, the greater the likelihood that you will achieve work and life satisfaction; therefore, it is extremely important for you to (1) identify as many of your interests as possible; (2) define your major interest patterns; (3) rank these interests in terms of their importance to you, and then, (4) come up with a variety of ways in which these interests may be pursued. The activities in this chapter were designed to help you do just that.

- Identifying Your Interests
- Grouping Your Interests

III. SKILLS -- Evaluating skills is probably the toughest part of self-assessment. Many people feel that they have few, if any, skills. Most people overlook the many skills that they actually have. The activities in this chapter will help you identify and group your skills.

- Identifying Your Skills
- Grouping Your Skills

IV. VALUES -- One of the most important factors to consider in any major life/career decision is your values -- what is important to you. Not only will this chapter help you to explore and identify your values, it will also help you evaluate and rank your values. How to pursue your values in your work and non-work life will also be explored.

- Identifying Your Values
- Weighing Your Values

V. **LIFE STYLE** -- Now that you have thoroughly analyzed your interests, skills and values, what can you do with this information? The activities in this chapter will help you define your ideal life style based on your unique combination of interests, skills and values. Knowing what type of life style best satisfies your interests, skills, and values will help you make better decisions in all areas of your life.

- Identifying Your Present Life Style
- Identifying Your Ideal Life Style

EMPHASIS: WORK

TABLE OF CONTENTS

I. THE MEANING OF WORK -- For many, work is a laborious and dull task. Realizing what work means to you and what satisfactions you gain from it, provides the opportunity to expand that definition. The relationship between work and leisure and its implications can also broaden your definition. Your new definition will, in turn, help you expand your job options. This chapter is planned as a guide to this process.

- Work
- Leisure

II. INFORMATION ABOUT WORK AND HOW TO FIND IT -- In order to make decisions about any job, you need to have some basic information. Included in that information is the pay received and the accompanying benefits, the personal rewards, the skills required and the effects of employment trends. To gather that information you need to know what to look for, where to look, who to ask, and how to evaluate the information you collect. The following chapter is designed to help you in doing just that.

- Gathering Information: What, When, Who, Why and How
- Employment Trends
- Monetary Rewards: Pay and Fringe Benefits
- Non-Monetary Rewards: Physical, Psychological and Social
- Skills
- Informational Interviewing

III. WORK, CAREERS AND YOUR FUTURE -- Having considered what work means to you and having gathered information about work, you may want to make some tentative decisions about what kind of work interests you. By organizing the 30,000 possible jobs into workable groups and recognizing the opportunity for movement between and among those groups, you can expand your job options and plan some possible career patterns. The activities in this chapter will serve as a guide in helping you make these decisions.

- Career Patterns
- Clusters
- Job Option Expansion
- Clusters of Interest
- Personal Career Patterns

EMPHASIS: PREPARATION

TABLE OF CONTENTS

I. IDENTIFYING THE DECISION -- This chapter introduces you to various career preparation programs. The accompanying descriptions are meant to increase your awareness of the many programs offering similar training. This awareness will improve your chances of finding a local program to meet your needs.

- Career Preparation Programs
- Local Options

II. MAKING THE DECISION -- This chapter follows the decision making process from gathering information to choosing the program that best fits your needs. Each step taken in order provides you with the necessary information to make a wise and satisfying decision.

- Information About Yourself
- Information About Others
- Information About Requirements
- Information About Career Preparation Programs
- Weighing the Evidence for Each Alternative
- Choosing Among Alternatives

III. TAKING ACTION -- Actually enrolling in a career preparation program is a big step. This chapter guides you through the somewhat confusing process by offering information on admission requirements and program planning. The concept of credit for life experience is also explored.

- Dealing With "People Systems"
- School Related Applications
- Work Related Applications
- Program Planning

IV. STRATEGIES FOR SUCCESS -- Many persons encounter problems while enrolling in a preparation program. A few of the common problems, such as locating sources of help, obtaining financial aid, and managing time are considered in this chapter. In addition to solutions or strategies for each problem, tips for reviewing the original decision are included.

- Managing Your Time
- Finding Sources of Help
- Developing Study Skills
- Locating Financial Aid
- Dealing with Problems
- Reviewing the Original Decision

EMPHASIS: CHANGE

TABLE OF CONTENTS

I. ASSERTION TRAINING -- Assertive people can express their feelings honestly and productively. They know their rights and respect the rights of others. This chapter will show you how to assertively present yourself in your job search.

II. JOB SEEKING SKILLS -- There are many sources of information for job openings and many job seeking techniques. This chapter contains tips on information gathering, resumes, references, application forms, interviews, and several other job seeking strategies.

- A Job Seeking Process
- Methods of Organizing Your Job Campaign
- Research: Sources of Information-A Word About Volunteering-A Word About Employment Agencies-A Network of Contacts-The Informational Interview
- Preparation: The Resume-Cover Letters-References-Portfolios-Application Forms-Testing-The Job Interview

III. OVERCOMING JOB DISCRIMINATION -- When you're looking for work, or after you're hired, you may encounter illegal discrimination. This chapter describes the many laws designed to protect your rights. It also discusses the proper procedures for filing a discrimination complaint.

IV. INCREASING JOB SATISFACTION -- Making a job change requires many adjustments. This chapter contains strategies for coping with change and techniques for adjusting to problem situations on the job. Also, here are tips for improving your work habits and interpersonal skills, and for gaining recognition for your work. All these suggestions are designed to help you become a successful and satisfied employee.

- Coping With Change
- Work Habits and Interpersonal Skills
- Seeking Promotions

V. A LOOK TO THE FUTURE -- An extensive job campaign will not be very useful in the long run if you aren't certain of the direction you want to go. This chapter will help you set some goals for the future and design a life theme. In this way, you can effectively analyze how your present job fits into your long-range career plans.

HOW CAN CAREER EMPHASIS BE USED?

The EMPHASIS books are designed for flexibility of use. The six major topics in the series are designed and printed in a manner so that each unit is self contained and independent. They are sequential, based on the theoretical model of adult career development; however, the order in which the books are used can be varied to meet students' and facilitators' particular needs. They are designed to be self-instructional, to be used as a text and/or as stimulus activities in classes or groups.

You may wish to use the series in its entirety or it may fit your needs to selectively use separate books, chapters and/or activities. The flexibility of these materials leaves many of the decisions for their usage with the individual facilitators.

This section of the Guide provides you with stimulus for designing life/career planning for the individuals you serve. It also provides comments and conclusions from the facilitators who lead the pilot tests. Following are the modes:

- Self Instructional
- Classroom Settings
- Group Settings
- Adjunct to Individual Counseling

Self-Instruction

The EMPHASIS series is designed so that it can be time/space free and self-instructional. For the person who has time constraints and, therefore, is not able to attend a class or group, this mode is particularly useful. For this mode, the materials can be made available in libraries, bookstores, learning labs, career resource centers, or other settings which potential users or target populations frequent. Facilitators can then refer students or clients to these settings.

For the materials to be used in this mode, there are several considerations for the facilitator to think about in implementing their use.

1. The setting for dissemination.
    a. Should be a place that typically provides resources and/or services; one that is visible and receives much traffic.
    b. Needs to have a staff person available, designated and preferably trained, to distribute materials and answer questions.
2. The publicity of availability of the materials. (Many of the people who could use these materials do not typically access career planning services. Adults are often isolated from agencies and are difficult to reach. Therefore, the publicity is important in reaching the target population.)

- a. Presentations and/or notices to clubs and organizations.
- b. Presentations and/or notices to professional helping agencies.
- c. Contact with employee relations departments of business and government.
- d. Articles in local newspapers.
- e. Articles in newsletters of clubs, churches, synagogues, industries and schools.
- f. Posters in shopping centers, apartment social centers, business and agency bulletin boards, libraries and any other public gathering place.
- g. Flyers on car windshields.
- h. T V and radio spots.

3. Procedures for disseminating books. (There are many options and variations that can be specifically tailored to your individual setting.)
   - a. Give booklets on request.
   - b. Require that the person have a session with a staff person to determine his/her needs. Then, give all the books that seem appropriate.
   - c. Give one book at a time, with completion of first book as the requirement for receiving a second.
   - d. Use diagnostic questions in Introduction, to assist people in selecting appropriate books.

   - e. Have a written goal setting procedure (see Appendix A) to assist persons in selecting appropriate booklets.
   - f. Have one set of books on display.
   - g. Have one set of books on reserve, to be used by doing the activities on separate paper.

4. Cost of the materials.
   - a. Agency would pay total cost and offer as a service to its constituents.
   - b. Agency would absorb some of the cost and offer the books at a reduced rate.
   - c. Users would pay for the books.

5. Personalized Assistance for Users.
   - a. A staff person could be trained to serve as a facilitator.
   - b. The staff person could offer periodic seminars for those using the materials.
   - c. The staff person could be available for appointments or phone contacts.

6. Follow-Up Procedures.
   - a. A staff person could have a routine follow-up letter or phone call to offer further help.
   - b. This follow-up could be tied to an evaluation process.

6. Possible Problems.

   a. Control issue. One of the objectives is to make the materials readily available to potential users. However, there can be a difficulty in controlling the dissemination of materials, particularly if they are provided free or on a partial pay basis.

      1. One way to address the issue is to require people to fill out the diagnostic questions in the Introduction before receiving the materials. If they take the time to respond to these questions, it may indicate that they are motivated to use the materials.

Facilitator's Comments from Pilot Test

The most significant advantage of placing the workbooks in libraries and learning labs is the ability to reach a population which might not enroll in structured classes or use the counseling facilities available at educational institutions. An individualized setting also allows students to select the workbook(s) to meet their particular needs without having to work through the entire career development package. The modular format of EMPHASIS is therefore conducive to self-study.

Maintaining effective publicity is the greatest task facing the administrator of an individualized program. Placing articles in community and campus newspapers and disseminating publicity flyers at campus registration are good methods for reaching people. It is also important to put the workbooks in a highly visible location in the libraries or learning labs.

Classroom

Another mode where the EMPHASIS series has been used successfully is the classroom, for both credit and non-credit courses.

The series of books is written to include the total process of career planning. They include theoretical background of career development, factual information, and experiential exercises relating to personal career choices. Because of this broad scope, the books could be used as a text for a career development course, an experiential career planning course or a course that combines both objectives.

Course Goals and Objectives. Appendix B provides broad goals and specific behavioral objectives for each of the books.

Syllabus. Appendix C provides an outline for 31, 15, 11 and 7 session courses.

Class Lectures and Activities. Appendix D gives detailed descriptions of class and group activities which incorporate and supplement the EMPHASIS series. Appendix E indicates how these activities have been used in various classes, groups and settings.

Evaluation. Appendix F provides an examination on the content of the EMPHASIS series. Goal Attainment Scaling is another means of evaluating the course. A more detailed discussion of these and other evaluation techniques is included in the evaluation section of this Guide (p. 32).

Possible Problems.

1. The motivation for doing the experiential activities may be limited for the student who is primarily concerned with credits.
    a. These students are encouraged to keep the books to refer to at some future time when career planning is more pressing to them.
2. There is an extensive amount of material and may be too much to expect in a 1-credit course.
    a. It may be advisable to offer two courses in life/career planning, one to include the Anticipation Phase (Decisions, Self and Work) and one to include the Implementation Phase (Preparation and Change). Students would be encouraged to take the first course early in their programs and the second course later in their programs.

3. Giving grades for experiential classes provides some problems.
    a. One possible approach is to contract for grades, with specific minimum requirements. The checkpoints at the end of each chapter provide one means of having students indicate completion of units.

FACILITATOR'S COMMENTS FROM PILOT TEST

On-Campus One Credit Course

Techniques that Worked Well

The students came to the class with the expectations of a regular lecture type class; therefore, lectures and information giving techniques were well received. The students performed well on the content test items that were covered by this mode of class activity.

Another successful technique was a structured activity approach where each student responded individually to stimulus questions or written activities. This worked well, given as assignments to be done as homework and then reported in class. It also worked well to do activities in class and then discuss them. The students preferred to do activities from the books rather than extra activities. This seemed to be consistent with the context of its being a class for credit, rather than a group experience where people seemed to want to get all the stimulus possible.

Group process techniques were used but were not as successful as lecture and structured type activities. Based on experience with other types of classes, the group process seemed to be more effective than lecture type techniques for facilitating life/career exploration and planning.

For future credit type courses, therefore, where the students come with the expectation of a traditional classroom situation, a suggestion would be to teach the class about the group process early in the class. The class could be told about the group process, its advantages, how it works and why it is particularly good for life/career exploration and planning. Then the class could "practice", using the group process on an activity. After the completion of the activity, the instructor and class could talk about how they functioned as a group, how they might improve and, specifically, how individuals could contribute to and benefit from this type of class technique. Thus, by helping the students become more aware of a different learning mode, it might be more successfully used and combined with lecture than was possible in this particular class.

Activities that seemed to work particularly well were Nos. 13, 19, 26, 27, 28, 36, 39, 52 and 54. (Refer to Appendix E.)

Techniques that Didn't Work Well

The class was a 1-credit course and, therefore, met for a 50-minute period. This time frame was not enough to get involved in much discussion. By the time the class details were taken care of, a topic introduced and an activity presented, there often was not enough time to process it. This time frame could have contributed to the lack of success with group techniques. One suggestion would be to schedule a longer time period. Another would be to include less material and break the activities into smaller pieces.

The EMPHASIS series is very inclusive regarding the life/career planning process and may have too much material to try to include in a one credit course. One solution would be that the entire series could be used and covered without going into detail. If this approach is taken, then the students could be encouraged to use the books to help them go into much more detail on their own. Another approach would be to separate the series into two segments and offer two one credit courses.

The two courses could correspond with the two major phases of career development (see the Career Change Process, pp. 12-14), exploration and implementation. Ideally, a student would take the exploration course early in their college program and the implementation course later in their program.

The participants in the credit courses were typically not as motivated as those who were in non-credit groups, such as community services' and women's center courses. This may have been a function of the credit course meeting a program requirement. However, there were several other options available for students to meet the orientation requirement and it was felt that only students with specific career concerns would opt for this course. While the students seemed to have career concerns, they did not have the high motivation that was present in the other groups. The people in the credit course tended to be younger, had not had the years of working experience and were still in the early stages of life/career planning. The immediacy of the needs of the other groups may have been a quality this group did not have and, therefore, made a difference in motivation.

To respond to this situation, the technique used was to encourage the students to learn the skills of career planning even though some of these skills were not important for them to employ at their current stage of development. Also, use was made of two people in the class who were older, had work experience and were repeating the career planning process. They helped emphasize the need to learn the skills for future use.

One final problem encountered in this class was the difficulty of the students to articulate where they were in the career process and to know what skills they needed to learn and to focus on. To respond to this need, students were encouraged to encounter the world of work in a variety of ways. Informational interviews were stressed as were internships, observations, field work experiences, cooperative education experiences and volunteer and part-time jobs.

On Campus Three Credit Course

There were some advantages in using the workbooks as texts for the 3-credit campus based career education course. The course itself provided the structure needed by these students (typically the "just-out-of-high-school" 18-22 year old) to get through the entire package. The power of 3 credits and of the impending grade increased the likelihood that most of these students covered the CENTS material in a very thorough manner. Such a mode left little room for procrastination.

There were also several disadvantages. The class met for one hour for three times each week. This format made the course too choppy and did not lend itself to any in-depth activities or discussions. I would recommend either meeting twice a week for 1½ hours each time or once a week for a 3-hour period.

Another problem was that the workbooks are so comprehensive that there was often nothing more that was necessary to add, outside of the workbook material, to the classroom presentation. Perhaps some of the class time should be put aside for individual meetings with students, additional assignments, such as informational interviewing and in-class informational interviewing with people from various professions or academic fields.

Extended Learning Institute/Time and Space Free Three Credit Course

Using the workbooks in a home-study course made it possible to reach older, employed students who, because of time/space constraints, could not attend an on-campus class.

The course attracted a large number of adult women, several of whom mentioned that the workbooks seemed to be written 'just for me'. The adult-oriented content of the books, combined with an unstructured setting, served as an effective, secure testing ground for women considering further education and/or career exploration.

Summary papers indicated that students entered the course mainly to use it as a motivational tool to facilitate career changes that had long been put off.

The primary disadvantage of a home-study setting was the absence of regular student/teacher contact and group interaction. When pressures from personal or professional responsibilities increase, a home-study course is usually the first, and easiest, responsibility to put aside. Thus, the attrition rate was higher for this course than for on-campus classes. Indeed, personal responsibilities, lack of self-discipline and need for group interaction were repeatedly cited by students who did not complete the course. These problems might be alleviated by maintaining a regular phone contact with students and by informing students of fellow classmates living nearby.

The overwhelming majority of students not completing the course did, however, state that they found the workbooks valuable and would use them at a later time.

Possible Problems:

1. People often come to groups with their immediate needs at different stages of the career development process.
    - a. The publicity can emphasize what will be included in the group experience.
    - b. The group may be periodically separated into smaller groups, based on the stage of career planning on which they want to concentrate.
    - c. Participants can be required to set individual goals (see Appendix G) and encouraged to take responsibility for gleaning from the group and the books' aspects to help them meet their individual goals.

Facilitators' Comments from Pilot Test

Women's Center Group

Overall, the 10-session workshop, using the workbooks as supplementary texts, worked out extremely well with the Women's Center participants. During each session, major areas, exercises and points were presented and discussed, encouraging and enticing the participants to explore, on their own, needed areas more thoroughly, using the EMPHASIS materials. While, at various times, we had as many as 20 women attend our sessions, there was, basically, a core group of about 12.

This group ended up being a very supportive, sharing and caring group -- much more so than other classes or groups in the experience of this facilitator. This was possibly due to the homogeneous composition of the group. These mature women were facing the same conflicts and external and internal obstacles. The opportunity to share their frustrations and ideas on how to cope was a major function of the group.

Mechanically, the ten 2-hour session format seemed to work out well. However, a better attendance record and a lower drop-out rate could have been influenced by the imposition of a minimum fee (say, for instance, $10.00).

Further, my own feeling is that, with this population, an extended amount of time should be spent on the activities that help build self-confidence such as assertion training, skills identification and any other way possible.

Community Based Group

Description of the Group

This group was very similar to the Community Services courses in types of people, in their use of the materials and in the types of activities that worked.

Thirty-nine percent were male and 61% female. The ages ranged from 23-55 with the median in the low 30's. Educational level ranged from high school diploma to graduate degrees with 84% having at least 2 years of college.

Techniques that Worked Well

Some of the best learnings came from ideas and experiences shared by group members and, therefore, activities which helped establish rapport among group members were particularly useful early in the course.

Group process type activities worked very well with this group, particularly in the early sessions. The people liked to share their responses to activities; confront and be confronted on assumptions and values, and use each other as sources of information. Techniques that provide for this type of sharing worked well.

In the later sessions, people were less interested in taking class time to process activities and share ideas. They indicated an urgency to meet their own goals and, as it became more evident that they would not accomplish all of them, they became impatient. At this point, they wanted "answers" and directives from the instructor on quick "how-to's." It was difficult to convince them of the need for slow, deliberate discussing, confronting and sharing. The evaluation comments recommended a longer time span and/or more classes. This would be one suggestion. Another would be to schedule group process type activities in the first sessions and more task oriented activities, such as resume writing, role playing interviews and information giving sessions for the later sessions. An informal coffee hour could be scheduled after each session to allow an opportunity for those who wanted to stay and share ideas to do so.

A technique that the EMPHASIS materials facilitate is to make use of the process long after the course is completed. Although several people indicated on the course evaluation that they planned to continue making use of the books, it needs to be emphasized. Special attention needs to be given to the fact that the course has a broader goal than making one-shot decisions, but it is to help them learn skills to be applied over and over. They can be reminded of and given specific suggestions for using the books after the course is completed. A discussion of the on-going nature and the slow development of a life/career plan can also facilitate the future use of the books.

Techniques that Didn't Work Well and Special Problems

Each person came to the group with different needs and different perceptions of what they wanted from the course. In a seven-week course, it is difficult to attempt to meet a diversity of concerns. To address this problem, each person was asked to set individual goals for themselves. (See Appendix G). The expectation was that they were responsible for gleaning from the classes and books things to help them meet these goals, rather than waiting for the facilitator to meet their goals for them. The facilitator did take a copy of each person's goals and use them to help structure the course. By reading over the goals, each week, it aided in planning the details of each session.

Another technique for addressing individual needs and goals would be to separate the class into small groups of people who share similar goals.

This can be particularly effective following a lecture or an activity. It also helps to give the group some type of structure, such as a list of questions or a set of statements relating to the stimulus activity to dicuss.

Several people, including the facilitor, felt frustrated by the scope of the course and the volume of material to be covered in a seven-week course. Lengthening the course is one obvious solution. Another is to remind the students that the goal of the class is primarily to start them on the life/career planning process and that the application of the skills learned continues long after the class, with the books to help as reference and stimulus. Another solution would be to separate the course into two separate classes. The two segments would correspond to the two segments of the Career Change Model: exploration and implementation. It would be important to make the course content clear in the publicity so that participants could correctly select the appropriate course. Ideally, an individual session would help each person select the appropriate course for their needs.

Community Services Group

This group was offered through the Continuing Education Department of Northern Virginia Community College. The participants ranged from high school seniors to people planning for retirement. The majority were people in their 30''s to 40''s considering a career change or reentry into the world of work.

Techniques that Worked Well

Activities that helped the participants know each other and know each other's goals facilitated, not only the group as a whole, but also facilitated the individual's growth. By personally being involved with each other, they provided a great deal of support for each other. They learned that many of their concerns were shared by others and it was helpful to know they were not alone in their concerns and problems.

Encouraging people to bring information to share is one way for them to provide support for each other. It also stimulates them to be alert for all kinds of occupational and career planning types of information.

For these groups value clarification activities were particularly successful. Because most of the people were considering changes, they were in the process of assessing their values, but many were unaware of what they were doing, much less how to do it. Therefore, these activities helped them with "where they were at." There was much discussion and confrontation within the groups after value clarification activities.

Having some highly motivated people in the groups was a plus. They encouraged and inspired the others. Although it is impossible to plan for a highly motivated participant, a facilitator can make use of them when they are in a group. Allowing for much interchange and sharing of ideas will give people a chance to be encouraging.

Participants in these groups liked practical applicable information. Because of their ages and responsibilities they felt an urgency to "do something". They liked to have specific information, such as lecture type presentations, role playing interviews and writing resumes. They were less interested in abstract concepts and activities (with the exception of value clarification activities).

Techniques that Didn't Work Well

It was hard to get across the concept of learning skills that will be repeated. There was often an urgency to make "a decision". When activities didn't seem related to their particular decision, they often became impatient. It was necessary to repeat the skills building concept several times throughout the sessions.

Adjunct to Individual Counseling

Counselors often find themselves in the crunch of waiting lists, high client to counselor ratios, and the necessity to defend, in accountability reports, the high cost of one-to-one counseling services.

To address these situations, counselors are implementing more outreach programs, alternative treatment modes, developmental approaches and other innovative means of expanding their services without the luxury of expanding their staffs. The EMPHASIS series is a response to counselors' demands for assistance in developing these innovative techniques.

The EMPHASIS books can be used as a preparation for individual vocational counseling, to supplement individual vocational counseling, or as an alternative mode of vocational counseling.

A. Preparation for Counseling

Based on an intake sesssion, a client could be given one or more of the books to read before the next session. This can provide stimulus for the client to come to the session "ready" to deal with issues that may have been raised by the books. This may facilitate the counseling process in helping the client focus on needs and in providing some of the information-giving functions formerly done by the counselor.

B. Supplement to Individual Vocational Counseling

Life/Career planning in an individual counseling mode contains several components. One of the components of vocational counseling is teaching the client decision making/career planning processes and skills. Another is information giving. The EMPHASIS books can assist the counselor by providing these functions and thereby give the client more services with less counselor time being required.

The chapters and activities within the series of books could be used between sessions with a vocational client. By being familiar with the materials, a counselor could suggest activities related to issues raised in each session. In addition to working on these issues in the session, a client could continue to work on the issues during the week, through the use of the self-instructional materials. For the following session, the client might then have new insights, new information and new issues to be dealt with in the relationship.

C. Alternative Mode of Treatment

A program of offering vocational counseling through the use of the self-instructional materials could offer an alternative mode from which the client could choose. A procedure would need to be established for clients to obtain the materials and to know how to get assistance if it is needed. A follow-up and evaluation would need to be planned for within the procedure. For specific suggestions, see the section of this guide on self-instructional uses.

HOW CAN CAREER EMPHASIS BE USED?

The Career EMPHASIS series has undergone an extensive evaluation, the result of which are available from the U. S. Office of Career Education.*

The authors encourage continued evaluation of the materials, particularly as they are used and adapted for your specific setting.

Three evaluation procedures and tools are included in this Guide. 1) User Attitudinal Questionnaire; 2) Content Examination, and 3) Goal Attainment Scaling.

User Attitude Questionnaire. (See Appendix G). This questionnaire primarily measures user satisfaction. It also asks for the amount of student involvement in the course. There are two sections: One to measure satisfaction with the course and one to measure satisfaction with the materials.

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* Request the Final Report of CENTS Project, 1976-77, Grant No. 300760278. U. S. Office of Career Education, U. S. Office of Education, Department of Health, Education and Welfare, Washington, D. C.

Content Exam. (See Appendix F.) This exam measures the student's content knowledge of the materials. The test items are written to measure the student's achievement of behavioral objectives. Each item is keyed to one of the objectives. (See Appendix F.) The items for the exam were selected from a pool of items and those which best discriminated in a pre-test were selected.

Goal Attainment Scaling. This is an assessment technique originally developed by Kiresuk and Sherman (Community Mental Health Journal,1968). It was selected as an evaluation technique for the EMPHASIS materials because it preserves the individuality of learning goals of the people while it simultaneously provides a standarized outcome criterion for subject groups.

Goal attainment scales are individualized 5-point scales ranging from -2 through 0 to +2 with two intermediate levels. Individual outcomes are operationally expressed on this 5-point scale (-2, -1, 0, +1, +2) where the zero scale value represents an "expected level of treatment success" and serves as a benchmark against which greater than or less than expected success may be assessed. Thus, a goal of greater than expected success with treatment is scaled as +1 and a goal of best anticipated success is scaled at +2. Scale values of -1 and -2 represent less than expected success and most unfavorable outcome, respectively.

Before treatment, each student can fill in the Guide to Goals (Appendix H). They should then end up with a completed Goal Attainment Follow-Up Guide (last pages of the Guide to Goals), which they can be instructed to turn in to their group/program leader or class instructor. Further work can be done with each subject in an individual interview, to refine the subject-constructed scales. When the class or group is completed, students can be contacted to determine the extent to which they have attained their goals. This estimate will then be given a numerical score of +2, +1, 0, -1, or -2, corresponding to each of their scales.

A more detailed description of the procedure and results can be found in the Final Report of the CENTS Program Grant, USOE.

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EMPHASIS QUESTIONNAIRE

APPENDIX A

Dear Student:

We, the developers of the EMPHASIS series, are extremely interested in what you think about the EMPHASIS booklet(s). In exchange for one or more of the EMPHASIS booklets we would like you to fill out this short questionnaire. We would also like to briefly interview you over the phone in about two weeks to find out how well EMPHASIS met your career needs. If you are willing to help us out in this way, then complete this questionnaire and turn it in to ______________________________. You may then request a copy of the unit(s) of your choice.

P.S. Be sure to read through the INTRODUCTION before you complete the following questionnaire.

NAME: ____

ADDRESS: ____

____

PHONE: (day) ______________________________ (night) ______________________

Are you interested in working through part or all of any of the booklets as an assignment from a class instructor or counselor? Yes________ No______

Which of the following booklet(s) are you interested in obtaining:

__________EMPHASIS:DECISIONS

__________EMPHASIS:SELF

__________EMPHASIS:WORK

__________EMPHASIS:PREPARATION

__________EMPHASIS:CHANGE

What do you expect to have accomplished after using the selected EMPHASIS booklet(s)? In other words, what do you want to learn, be able to do or get out of the EMPHASIS booklet(s)? LIST YOUR GOALS on pg. 2. Make these goals as specific and realistic as possible. Your goals should also be immediately obtainable. For instance, consider this goal:

"As a result of using the EMPHASIS:CHANGE booklet, I expect to get a job."

The above goal is unspecific (what kind of job?); unrealistic (EMPHASIS:CHANGE will not get you a job but it will show you what you will need to do to get yourself a job) and is not immediately obtainable. A better goal would read like this:

"As a result of using the EMPHASIS:CHANGE booklet, I expect to know what specific steps to take to maximize my chances of getting a satisfying job in my field."

/continued.....

LIST AS MANY GOALS AS YOU LIKE, BUT LIST AT LEAST ONE.

1. ____

2. ____

3. ____

4. ____

APPENDICES

APPENDIX A

The primary contents of this appendix were removed because of copyright.

EMPHASIS QUESTIONNAIRE

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"As a result of using the EMPHASIS:CHANGE booklet, I expect to know what specific steps to take to maximize my chances of getting a satisfying job in my field."

/continued.....

APPENDIX B

APPENDIX B

UNIT I: DECISIONS

Sub-Unit A: Introduction

Goal Statement:

The students will recognize how decisions affect themselves and others.

Objective 1: The students will recognize decisions that relate to each area (leisure, occupation, marriage, family, purchasing).

Objective 2: Students will define a satisfying decision.

Sub-Unit B: Obstacles to Making Satisfying Decisions

Goal Statement:

The students will recognize that there are often obstacles to making satisfying decisions and they will identify their own obstacles.

Objective 1: The students will recognize that there are two general categories of obstacles to decision making (internal and external).

Objective 2: The students will list internal and external obstacles to decision making.

Objective 3: The students will identify obstacles in given case study.

Objective 4: The students will identify the repetitive characteristic obstacles in their personal decision making.

Sub-Unit C: Strategies for Making Satisfying Decisions

Goal Statement:

The students will recognize that they can improve their decision making skills and will learn strategies to do so.

Objective 1: The students will list six of the eleven strategies for making satisfying decisions.

Objective 2: For a case study, the students will identify six strategies that would be helpful.

Objective 3: The students will recognize that making a commitment to the decision making process does not mean a commitment to change.

Objective 4: The students will recognize that the evaluation of decisions are based on personal values.

Objective 5: The students will recognize that making a satisfying decision does not require all positive results.

Objective 6: The students will recognize use of a systematic decision making process as a strategy for making satisfying decisions.

Objective 7: The students will recognize career decisions are complex and difficult because they require a series of decisions.

Objective 8: The students will list the four levels of a complex decision.

Objective 9: The students will match four case studies with the four levels of decisions.

Objective 10: The students will understand the relationship of gathering information to risk-taking.

Objective 11: The students will recognize having confidence in ability to make decisions as a strategy for making satisfying decisions.

Objective 12: The students will describe techniques for increasing confidence in their decision making ability.

Objective 13: The students will recognize acceptance of responsibility for one's own life (and therefore, one's own decisions) as a strategy for making satisfying decisions.

Objective 14: The students will select from several case studies the one in which responsibility has been relinquished.

Objective 15: The students will recognize if there is an area in which they have given up responsibility, and if so, be able to identify it.

Objective 16: The students will recognize maximization of the use of supportive relationships as a strategy for making satisfying decisions.

Objective 17: The students will list their supportive relationships.

Objective 18: The students will recognize creative expansion of alternatives through brainstorming as a strategy for making satisfying decisions.

Objective 19: The students will demonstrate the ability to creatively expand alternatives for a case study.

Objective 20: For an impending decisions, the students will add to their list of alternatives.

Objective 21: The students will identify the key ingredient when decisions are made by more than one person.

Objective 22: The students will recognize goal setting as a strategy for making satisfying decisions.

Objective 23: The students will state a goal in measurable terms.

Objective 24: The students will list symptoms that indicate a need for professional help.

Objective 25: The students will identify three places to obtain professional help.

Sub-Unit D: A Step-By-Step Decision Making Process

Goal Statement:

The students will understand that most career decisions are complex and difficult, but that a decision making model will provide structure and clarity for this difficult process.

Objective 1: The students will recognize the steps in a systematic decision making process.

Objective 2: The students will recognize possible benefits of using a systematic decision making process.

Objective 3: The students will identify the decision making process used by a fictitious character.

Objective 4: The students will identify the step in the decision making process that continues throughout the entire process.

Objective 5: The students will identify the warning signs that indicate a decision may need to be made.

Objective 6: The students will select from a list, the criteria for a "right" decision.

Objective 7: The students will identify strategies for taking action on a decision.

Sub-Unit E: Applying the Step-By-Step Process

Goal Statement:

The students will apply a systematic decision making process to a personal decision.

Objective 1: The students will describe decision making processes they have used in the past.

Objective 2: The students will identify how they may change their decision making processes in the future.

Objective 3: The students will determine the level of their most immediate decision.

Objective 4: The students will practice the systematic decision making model using a personal decision.

UNIT II - SELF

Sub-Unit A: Introduction

Goal Statement

The students will have an understanding of the importance of self-assessment before making any major life decisions.

Objective 1:

The students will realize that the decision making process and resulting satisfying decisions are facilitated by an awareness of one's interests, skills, values and life style preferences.

Objective 2:

The students will identify, from a list, the major self-assessment factors.

Objective 3: The students will recognize "Your Autobiography" and "Your Most Significant Experiences" as two methods of stimulating the self-analysis necessary to identify their interests, skills and values.

Objective 4: The students will recognize the importance of identifying their own stereotypes and how these stereotypes influence their behavior and aspirations.

UNIT II - SELF

Sub-Unit B: Interests

Goal Statement

The students will identify and group their interests.

Objective 1:

The students will identify the interests demonstrated by an individual in a case study.

Objective 2:

The students will identify the major patterns of interests from a list of interests and choose activities, from a list, that allow for expression of these interests.

Objective 3:

The students will recognize the Holland Group Types and interests characteristic of each type.

Objective 4:

The students will recognize that people are attracted to occupations that fit their interests, skills and personalities and that the better the fit, the greater the likelihood of work and life satisfaction.

Objective 5:

The students will recognize that interests may be pursued in any life area -- in their occupations, leisure time, family life, as consumers, or in the community.

Objective 6:

The students will define their five major interest areas and identify a variety of ways to pursue these interests.

Sub-Unit C: Skills

Goal Statement

The students will identify and group their skills.

Objective 1:

The students will recognize the definition of the term "skills".

Objective 2:

The students will identify the three basic types of skills and select, from a list, skills characteristic of each type.

Objective 3:

The students will identify the skills demonstrated by an individual in a case study.

Objective 4:

The students will identify the major patterns of skills, from a list of skills, using either functional skills or Holland's types.

Objective 5:

The students will recognize that skills may be pursued in any life area -- in their occupations, leisure time, family life, as consumers, or in the community.

Objective 6:

The students will define their five major skill areas and identify a variety of ways to pursue these skills.

Sub-Unit D: Values

Goal Statement

The students will identify and prioritize their values.

Objective 1:

The students will identify the values demonstrated by an individual in a case study.

Objective 2:

The students will select activities, from a list of activities, that allow for the expression of several specified values.

Objective 3:

The students will rank the values demonstrated by an individual in a case study on the basis of Rath's three processes of valuing.

Objective 4:

The students will define and rank their five major values and identify a variety of ways to pursue these values.

Sub-Unit E: Life Style Preferences

Goal Statement

The students will identify their own life style preferences.

Objective 1:

The students will recognize that their ideal life style is based on their own unique combination of interests, skills and values.

Objective 2:

The students will recognize that their present life style can be identified by the way they spend their time.

Objective 3:

The students, given a case study of an individual, including a description of interests, skills and values, will select an appropriate life style description fitting the case study individual.

Objective 4:

The students will select ideal life style characteristics that best match their own interests, skills and values.

UNIT III: WORK

Sub-Unit A: The Meaning of Work

Goal Statement

The students will be aware that they have a need to be involved in some type of conscious effort which produces benefits for oneself and/or for oneself and others.

Topic 1: What Is Work?

Objective 1: The students will improve their understanding of the relationships among work, lifestyle, and personal satisfaction.

Objective 2: The students will identify, from the many definitions of work, their personal definition of work.

Objective 3: The students will name reasons why a personal definition of work is important.

Objective 4: The students will identify the historical and philosophical heritage of work definitions.

Objective 5: The students will order Abraham Maslow's system of needs and describe its relationship to work.

Topic 2: Leisure

Objective 1: The students will recognize that activities performed during leisure time can be considered work.

Objective 2: The students will translate enjoyable leisure time activities into potential paid or non-paid jobs.

Sub-Unit B: Information About Work and How To Find It

Goal Statement

The students will gain knowledge of the types of information needed when investigating an occupation and the ways to gather that information.

Topic 1: Gathering Information: What, When, Who, Why & How

Objective 1: The students will identify factual information that is necessary and important when gathering occupational information.

Objective 2: The students will realize that not all occupational information is accurate.

Objective 3: The students will identify criteria useful in evaluating occupational information.

Objective 4: The students will demonstrate skills necessary in evaluating occupational information.

Objective 5: The students will practice finding occupational stereotypes which are often imbedded in occupational literature and illustrations.

Objective 6: The students will list various sources and places to obtain occupational information.

Objective 7: The students will rank order in effectiveness the methods of information-gathering.

Objective 8: The students will list the values of informational interviewing.

Objective 9: The students will devise a list of sources of potential work-related interviews.

Objective 10: The students will identify factual occupational information needed when considering an occupation.

Topic 2: Employment Trends

Objective 1: The students will describe the influence of social movements on employment opportunities.

Objective 2: The students will use sources of information on employment trends to gather information.

Objective 3: The students will recognize that developing qualifications for more than one occupation can facilitate permanent employment in a changing labor market.

Objective 4: The students will identify an example of an employment trend resulting from changes in supply and demand in the labor market.

Topic 3: Monetary Rewards

Objective 1: The students will differentiate between the different methods of pay by matching them with their characteristics.

Objective 2: The students will list pay ranges for occupations of individual interests.

Objective 3: The students will recognize that the amount of pay in occupations varies according to the type of organization involved.

Objective 4: The students will recognize that the amount of pay and the method of pay are determined by the type of work, the education and experience required, and supply and demand.

Objective 5: The students will identify the various types of employment benefits.

Objective 6: The students will analyze their situation and determine which benefits are necessary for them.

Objective 7: The students will demonstrate knowledge of specific benefits by choosing the appropriate characteristic corresponding to health insurance, life insurance, retirement, unemployment compensation, and credit union service.

Objective 8: The students will calculate the total monetary rewards of a job in which they have interest.

Objective 9: The students will order the steps in the procedure for determining total monetary rewards.

Topic 4: Non-Monetary Rewards of Work

Objective 1: The students will identify the possible physical, psychological and social rewards of work.

Objective 2: The students will recognize that job satisfaction is largely dependent upon the extent to which one's non-monetary needs are met.

Objective 3: The students will identify at least four non-monetary personal rewards that they get (got) from their present job or recent job.

Objective 4: The students will turn a statement about a source of job dissatisfaction into a positive statement about a non-monetary personal reward requirement.

Objective 5: The students will match non-monetary rewards with appropriate and related interests and values.

Objective 6: The students will identify at least six major non-monetary personal rewards that they need to obtain from a job in order to be satisfied.

Objective 7: The students will recognize that characteristics of an ideal working situation vary greatly from individual to individual.

Objective 8: The students will assemble the work characteristics that define an ideal working situation for themselves.

Topic 5: Skills

Objective 1: The students will choose from a list of definitions the correct one for skills.

Objective 2: The students will differentiate between the different skills hierarchies.

Objective 3: The students will demonstrate their ability to use DOT skill hierarchies to analyze various occupations.

Objective 4: The students will realize that the skills section in the Self-Appraisal Unit offers further and more detailed help in individual skills identification.

Objective 5: The students will assess their own "data, people or things" skills.

Objective 6: The students will recognize that many of their skills are used in other occupations.

Topic 6: Informational Interviewing

Objective 1: The students will recognize personal characteristics which are helpful in conducting an informational interview.

Objective 2: The students will choose from a list ways of gaining confidence in conducting informational interviews.

Objective 3: The students will identify criteria used in evaluating occupational information.

Objective 4: The students will devise a plan to contact a potential interviewer.

Objective 5: The students will conduct an interview to obtain occupational information about an occupation under consideration.

Objective 6: The students will evaluate the information obtained from an interview they conducted.

Objective 7: The students will use techniques for evaluating an interview for bias.

Objective 8: The students will gain confidence in their ability to conduct an informational interview.

Sub-Unit C: Work, Careers and Your Future

Goal Statement

Students will know the various ways to expand their work options when planning possible career patterns.

Topic 1: Career Patterns

Objective 1: The students will illustrate graphically the two basic career patterns.

Objective 2: The students will identify, from a list of career moves, those which are horizontal and those which are vertical.

Objective 3: The students will choose from a list of definitions the correct one for horizontal movement.

Objective 4: The students will choose from a list of definitions the correct one for vertical movement.

Objective 5: The students will recognize the advantages of horizontal moves and of vertical moves.

Topic 2: Clusters

Objective 1: The students will comprehend the concept of occupational groupings, i.e., clusters.

Objective 2: The students will use to their advantage the information provided by a career cluster.

Objective 3: The students will recognize the broad range of occupations which exist in a cluster.

Objective 4: The students will choose from a list the information provided by career clusters.

Objective 5: The students will distinguish between skill, setting and function clusters by matching occupations with appropriate clusters.

Topic 3: Job Option Expansion

Objective 1: The students will identify occupational commonalities that can facilitate movement.

Objective 2: The students will recognize that the clustering of occupations can broaden their career options.

Objective 3: The students will identify the stereotypes which often limit possible job options.

Objective 4: The students will expand their career options.

Objective 5: The students will list potential possible horizontal and vertical movement for themselves.

Topic 4: Clusters of Interest

Objective 1: The students will identify occupations under consideration.

Objective 2: The students will match occupations under consideration with appropriate clusters to determine the most prevalent cluster(s).

Topic 5: Personal Career Patterns

Objective 1: The students will apply the occupational movement concept to their personal career patterns by diagramming both past and future possibilities.

APPENDIX B

UNIT IV: PREPARATION

Goal Statement

Students will be able to make a wise choice in selecting a career preparation program and succeed in that program.

Introduction

Goal Statement

Students will recognize that the use of the decision making process helps in choosing a career preparation program.

Objective: Students will identify the steps in choosing a career preparation program that relate to the steps of the decision making process.

Sub-Unit A: Identifying the Decision

Goal Statement

The students will identify a variety of career preparation programs and discover local options for programs offering training of interest.

Objective 1: The students will describe the advantages and disadvantages of at least eight types of career preparation programs.

Objective 2: The students will list several local options for career preparation programs of interest.

Sub-Unit B: Making the Decision

Goal Statement

The students will apply the decision making process in choosing a career preparation program.

Objective 1: The students will identify the four types of information to be gathered when choosing a career preparation program.

Objective 2: The students will indicate ways to measure motivation and commitment for obtaining additional training.

Objective 3: The students will compare the influence of past experience with present interests when making a decision concerning career preparation.

Objective 4: The students will relate reasons for wanting additional training with goals of a hypothetical character.

Objective 5: The students will for a hypothetical character match the persons affected by the decision with the [illegible] they might be affected.

Objective 6: The students will investigate the training requirements for a hypothetical character.

Objective 7: The students will investigate training requirements for occupations of personal interest.

Objective 8: The students will identify the important characteristics to consider when exploring relevant career preparation programs.

Objective 9: The students will match information collection procedures with types of information to be gathered.

Objective 10: The students will collect information for career preparation programs of interest to them.

Objective 11: The students will rank order career preparation program characteristics in order of importance for a hypothetical character.

Objective 12: The students will rank order preparation program characteristics in order of importance for self.

Objective 13: Using the given criteria (most characteristics), students will choose the best career preparation program for a hypothetical character.

Objective 14: Using their personal list of criteria, the students will choose the best career preparation options for themselves.

Sub-Unit C: Taking Action

Goal Statement

The students will recognize the procedures for entering a career preparation program.

Objective 1: The students will identify a means of handling the frustrations involved in dealing with people systems.

Objective 2: The students will identify the procedures typically involved in enrolling in a school-related career preparation program.

Objective 3: The students will distinguish between selective and open admissions policies.

Objective 4: The students will complete a sample application for admission to school-related programs.

Objective 5: The students will use a timetable to keep track of application procedure and deadlines.

Objective 6: The students will identify the procedures typically involved in enrolling in a work-related career preparation program.

Objective 7: The students will design a program plan.

Sub-Unit D: Strategies for Success

Goal Statement

The students will be aware of strategies for maximizing their success and for coping with dissatisfactions with career preparation programs.

Objective 1: The students will develop a list of sources for hypothetical person's assistance in carrying out the career preparation program.

Objective 2: The students will develop a list of sources to assist them in carrying out their career preparation program.

Objective 3: The students will identify common problems of persons enrolled in career preparation programs.

Objective 4: The students will identify strategies for overcoming common problems in succeeding.

Objective 5: The students will identify own anticipated problem areas in their career preparation program and develop solutions for overcoming these problems.

Objective 6: The students will evaluate decisions concerning a career preparation program when all strategies fail to overcome dissatisfactions.

Goal Statement

The students will demonstrate job-seeking and job-keeping skills.

Sub-Unit A: Assertion Training

Goal Statement

The students will be aware of employment practices that are illegal, and will know procedures for filing a discrimination complaint.

Objective 1: The students will know how to discriminate between assertive and non-assertive job-seeking behaviors.

Objective 2: The students will identify sources of assertiveness training.

Objective 3: The students will recognize that assertiveness and confidence are important characteristics in conducting a job search.

Sub-Unit B: Job-Seeking Skills

Goal Statement

The students will demonstrate job-seeking skills.

Objective 1: The students will recognize the universality of frustration in job-seeking.

Objective 2: The students will recognize facilitators of job seeking (i.e., motivation, confidence, assertiveness, and identification of a work statement).

Objective 3: The students will identify the steps involved in defining a work statement, and will define their own.

Objective 4: The students will identify techniques of job seeking and recognize advantages and disadvantages of the different methods.

Objective 5: The students will identify and locate sources of information (state employment agencies, private employment agencies, news media, want ads, Yellow Pages, word-of-mouth, professional journals, unions, trade magazines, Civil Service Commission, special interest groups, placement offices, Business and Commerce) that contain information about existing paid and unpaid work possibilities.

Objective 6: The students will use sources of information about paid and unpaid work opportunities in their fields.

Objective 7: The students will recognize steps for developing a network of contacts.

Objective 8: The students will recognize steps for conducting an effective informational interview.

Objective 9: The students will recognize characteristics of an effective resume/vita.

Objective 10: The students will write a cover letter to go with a resume.

Objective 11: The students will list procedures for obtaining references.

Objective 12: The students will recognize steps for preparing a portfolio and/or writing or work sample.

Objective 13: The students will complete a job application form.

Objective 14: For a given case study, the students will select the tests which might be required by a prospective employer.

Objective 15: The students will recognize steps for conducting an effective job interview.

Objective 16: The students will identify techniques for coping with special problems such as lack of experience, discrimination, physical handicaps, etc.

Sub-Unit C: Overcoming Job Discrimination

Goal Statement

The students will demonstrate skills in dealing with job discrimination.

Objective 1: The students will identify hiring, firing, wages and promoting practices which are discriminatory, and will identify available avenues of legal recourse.

Objective 2: The students will identify non-legal strategies to combat discrimination (such as compromise, professional organizations, grievance boards, special interest groups, unions, Affirmative Action representatives).

Sub-Unit D: Increasing Job Satisfaction

Goal Statement

Students will know how to maximize present job satisfaction and how to plan for a satisfying career.

Objective 1: The students will recognize that getting hired is a starting point for new situations, problems and opportunities.

Objective 2: The students will list ways to maximize job satisfaction by preparing for and accepting change which impacts on their work environment.

Objective 3: The students will identify strategies for improving interpersonal skills.

Objective 4: The students will identify good work habits in a case study.

Objective 5: The students will identify strategies which lead to promotion or recognition.

Sub-Unit E: A Look to the Future

Goal Statement

The students will be aware of the importance of planning for the future, and will analyze their future career goals with regard to the experience and training they require.

Objective 1: The students will be aware that evaluation of job satisfaction is continuous.

Objective 2: The students will graphically represent how the present job of a hypothetical character fits into a career plan.

Objective 3: The students recognize immediate career mobility strategies for a hypothetical character in a case study, given that individual's two- and five-year goals.

Objective 4: The students will define their immediate occupational direction.

Objective 5: The students will list their own immediate career mobility strategies.

APPENDIX C

GENERAL 108: CAREER/LIFE PLANNING

Thirty-One 1 hr. Sessions

SESSION	DATE	TOPICS	ASSIGNMENTS: NEW	ASSIGNMENTS: DUE
1	1/7	Introduction Questionnaire	read Introduction	
2	1/10	The Career Development Process Career Maturity Goal Setting	Guide to Goals	
3	1/12	Sharing Goals	DECISIONS: Chapter 1 & 2	Guide to Goals
4	1/14	Individual Appointments		
5	1/17	Decision-Making: Obstacles & Strategies	DECISIONS: Chapter 3	DECISIONS - Checkpoints: Chapter 2
6	1/19	Individual Appointments		
7	1/21	Individual Appointments		
8	1/24	Decision-Making: Steps and Levels	DECISIONS: Chapters 4 and 5	DECISIONS - Checkpoints: Chapter 3
9	1/26	Self-Appraisal: Introduction	SELF: Ch. 1 pp. 1-10 *Autobiography pp. 13-14 (due 2/4)	DECISIONS - Checkpoints: Chapters 4, 5
10	1/28	Self-Appraisal: Stereotypes Slide Show	SELF: Ch. 1 pp. 11-15	

SESSION	DATE	TOPICS	ASSIGNMENTS: NEW	ASSIGNMENTS: DUE
11	1/31	Self-Appraisal: Identifying your interests	SELF: Chapter 2 pp. 18-21	SELF:Checkpoints: Chapter 1
12	2/2	Self-Appraisal: Grouping your interests	SELF: Finish Chapter 2	
13	2/4	Self-Appraisal: Identifying your skills	SELF: Chapter 3 pp. 34-37	Autobiography SELF Checkpoints: Chapter 2
14	2/7	Self-Appraisal: Identifying and grouping your skills	SELF: Chapter 3 pp. 38-40	
15	2/9	Self-Appraisal: Identifying your values	SELF: Chapter 4 pp. 44-48	SELF Checkpoints: Chapter 3
16	2/11	Self-Appraisal: Identifying your values	SELF: Chapter 4 pp. 49-53	
17	2/14	Self-Appraisal: Identifying your values	SELF: Chapter 5 pp. 56-60	SELF Checkpoints: Chapter 4
18	2/16	Self-Appraisal: Lifestyle Preferences Implications of your interests, skills and values	SELF: Chapter 5 pp. 61-64	
19	2/18	WORK: Its meaning for you	WORK: Chapter 1 Informational interview	SELF Checkpoints: Chapter 5
		NO CLASS 2/21		
20	2/23	WORK: Information about work and how to find it	WORK: Chapter 2 pp. 16-35 Informational Interview	WORK Checkpoints, Ch. 1 Informational Interview

SESSION	DATE	TOPICS	ASSIGNMENTS NEW	ASSIGNMENTS DUE
20	Fri. 2/25	No Class: Informational Interview	WORK: Ch. 2 pp. 38-45	
21	Mon. 2/28	WORK: Career Patterns & Career Clusters	WORK: Ch. 3	WORK Check-points: Chapter 2
22	Wed. 3/2	No Class: Informational Interview	PREPARATION: Chapters 1, 2 Chapter 3 thru p. 25	WORK Check points: Chapter 3
23	Fri. 3/4	Guest Lecturer - Career Preparation	Finish PREPARATION, Ch. 3 Read Chapter 4	
24	Mon. 3/7	Tour of Counseling and Learning Lab Career Information Resources	Read PREPARATION, Ch. 5	
25	Wed. 3/9	Career Preparation	Read CHANGE: Chapters 1, 2	Completed working Statement Worksheet
26	Fri. 3/11	Change - Assertion Training	CHANGE, Ch. 3 pp. 18-42 Work on resume	CHANGE Check-points: Chapter 2
27	Mon. 3/14	Change - Assertion Training	Type up your resume	
28	Wed. 3/16	Change - Job Seeking Skills The Job Interview Job Discrimination	Finish CHANGE: Chapter 3	Completed resume

SESSION	DATE	TOPIC	ASSIGNMENTS NEW	ASSIGNMENTS DUE
29	Fri. 3/18	CHANGE: Job-seeking skills Resume feedback session	CHANGE: Chapter 4	CHANGE Checkpoints: Chapter 3
30	Mon. 3/21	CHANGE: Job-keeping skills Increasing job satisfaction	CHANGE: Chapters 5, 6	CHANGE Checkpoints: Chapter 4
31	Wed. 3/23	Follow-up Testing Summing It All Up		CHANGE Checkpoints: Chapters 5, 6 Long Term Goal Project

COURSE REQUIREMENTS

1. Attendance: Each student attend at least 85% of all class sessions (27 out of 32).
2. Class participation.
3. Read all five workbooks.
4. Complete assignments on time.
5. Complete pre-and follow-up testing.

SYLLABUS

APPENDIX C-2

GEN'L 108 - CAREER EDUCATION

Fifteen $1\frac{1}{2}$ hr. Sessions

SESSION	TOPIC	ASSIGNMENTS BASED ON CENTS MATERIAL
1	Introduction 1. Scope of course 2. Television program - Adults in Transition	INTRODUCTION
2	Career Development 1. Definition 2. Theory - Where are you in the career development process? 3. Setting personal goals 4. Schlossberg article	DECISIONS Chapters 1 & 2
3	Decision Making 1. Goal attainment scaling 2. Obstacles to decision making	DECISIONS Chapters 3-5
4	Decision Making 1. Levels of decisions 2. Steps in decision making 3. Goal setting 4. Self confidence in the process	SELF Chapters 1 & 2
5	Self-Appraisal 1. Stereotyping as a barrier 2. Party exercise 3. Holland's theory of personality and work 4. Autobiography and personal achievements	SELF Chapter 3
6	Self-Appraisal 1. Achievement analysis 2. Interests 3. Skills' identification	SELF Chapters 4 & 5
7	Self-Appraisal 1. Valuing - Rath's creation 2. Congruence of lifestyle	WORK Chapters 1 & 2

SESSION	TOPIC	ASSIGNMENTS BASED ON CENTS MATERIAL
8	Work 1. Meaning and information gathering 2. Information gathering	WORK Chapter 3
9	Work 1. Career patterns 2. Patterns and development theory 3. Job option expansion	PREPARATION Entire
10	Preparation 1. Applying decision making to the preparation choice	CHANGE Chapters 1 & 2
11	Change 1. Work statement 2. Job seeking process 3. Resume, interviewing etc.	CHANGE Chapters 3 & 4
12	Change 1. Role play and simulations	
13	Finalization of Plans 1. Where to from here 2. Next steps 3. Productive planning	
14	Summing Up 1. Analysis of goal attainment scaling 2. Setting goals for the future	
15	Examination	

Course Requirements

1. Attendance
2. Class participation
3. Critical assignments - graded
4. Final examination

GEN'L 100 - CAREER ORIENTATION

Eleven 1 hr. Sessions

SESSION	DATE	TOPIC	ASSIGNMENT
1	1/11	Introduction (Goal Setting) Pre-Test	Introduction Unit (Guide to Goals)
2	1/18	Career Development 1. Definition 2. Process 3. Where are you in process? 4. Review individual goals	Decision Making Unit
3	1/25	Decision Making Steps Levels Obstacles Strategies	Hand in checkpoints from Decision Making Unit Read SELF Unit: Chapters 1 & 2
4	2/1	Self Awareness Stereotyping Autobiography Values Clarification	Read SELF Unit: Chapters 3, 4 & 5
5	2/8	Self Awareness Achievement Analysis Skills Identification Congruence of Lifestyle Party exercise Holland's theory	Hand in Checkpoints from SELF Unit Read WORK Unit: Chapters 1 & 2
6	2/15	World of Work Work values Information gathering	Read WORK Unit: Chapter 3

SESSION	DATE	TOPIC	ASSIGNMENT
7	2/22	World of Work Career patterns Career clusters Job option expansion	Hand in Checkpoints from WORK Unit: Read PREPARATION Unit
8	3/1	Preparation: Education and Training Applying the Decision Making process to preparation choices	Hand in Checkpoints from PREPARATION Unit Read CHANGE Unit: Chapters 1 & 2
9	3/8	Change Work statement Job seeking process Resume	Read CHANGE Unit: Chapters 3 & 4
10	3/15	Change & Summing Up Interviewing skills Setting goals for future Analysis of Individual Goal Attainment	Hand in Checkpoints from CHANGE Unit Prepare for exam
11	3/22	EXAMINATION	

COURSE REQUIREMENTS

1. Attendance
2. Reading textbooks
3. Written checkpoints from textbooks
4. Examination

APPENDIX C-4

LIFE/CAREER PLANNING FOR ADULTS

COMMUNITY SERVICES

Seven 2 hr. Sessions

SESSION	TOPIC	ASSIGNMENT DUE
I.	Introduction • Career Change Process • Film "Adults in Transition"	
II.	Decision Making • Step-by-step process • Levels of a complex decision • Obstacles • Strategies	Have goals set Have read Introduction and EMPHASIS: DECISIONS
III.	Self Appraisal • Interests • Skills	Have read Chapters 1, 2 & 3 of EMPHASIS: SELF
IV.	Self Appraisal • Values • Life Style Preferences	Have read Chapters 4 & 5 of EMPHASIS: SELF Have kept a log of activities
V.	Exploring the World of Work • Information gathering strategies • Stereotyping • Assertion Training	Have read EMPHASIS: WORK
VI.	Exploring Preparation and Training Options	Have read EMPHASIS: PREPARATION
VII.	Job Seeking and Job Keeping • Resume Writing • Interviewing • Non-traditional methods of job seeking • Goal assessment • A look to the future	Have read EMPHASIS: CHANGE 1 & 2 Have written a resume

APPENDIX D

APPENDIX D

DESCRIPTION OF ACTIVITIES

The following activities are ones that can be used in a class or group setting to supplement the EMPHASIS Series. These have been used in differing order and various combinations, depending on such variables as the nature and purpose of the group, the length of the group and the setting.

Although there is no clear-cut distinction as to which activities supplement which units, the activities tend to be listed, to supplement the units, in the following order: Introduction, Decisions, Self, Work, Preparation, Change 1 and Change 2.

1. Need for Life/Career Planning:

The theme of the course was presented through the quote, "Give me a fish and I'll eat for today; teach me to fish and I'll eat for the rest of my life." The following statistics on job change, career change, time and financial consideration were then presented. (1)

- The average worker under 35 changes jobs once every 1½ years.
- The average worker over 35 changes jobs once every 3 years.
- The average worker will change careers 3-5 times in his or her lifetime.
- Time at stake: 40 hours/50 weeks = 2,000 hours/year; 20,000 hours/10 years.
- Money at stake: $12,000/year = $240,000/20 years; $500,000/40 years.

2. Adults in Transition:

Show video tape of T-V show. Ask students to respond to questions:

1. With what statements, characters or situations do you identify?
2. With what, in the film, do you agree and disagree?

3. What are other examples of problems or situations you have encountered in life/career transitions?

3. Name Learning Exercise:

The first student introduces self by saying first name and also stating one thing about him/herself. Next person introduces the first person by repeating what they said about themself and then introduces self in the same way. This goes on so that the last person introduces each of the other students, one at a time, by saying the name and the one thing about each person.

4. Career Change Process:

Lecture and discussion on the Career Change Process and Career Maturity, as presented in the Introduction.

- Each person tells where they are in the career change process
- Each person tells what aspects of process on which they want to focus in the course

5. Typical American Lifeline:

Lecture and discussion,as presented in the Introduction, on typical American lifeline and myths held regarding adults.

Each person relates:

1. How they fit on the lifeline
2. Where they want to go.
3. What goals they have for this course; why they are taking this course.

6. **World War III Activity:**

The following situation was read to the class:

The Third World War has suddenly broken out and bombs are beginning to drop. Places across the world are being destroyed. You are head of the Federal Department of Survival. You have 15 minutes to determine the 12 people who will go to the U.S. Fallout Shelter. These are probably the only people who will survive and will, therefore, be the people left to start a new life on earth again. The choice is, therefore, a crucial one. You have 15 minutes to decide the type of people you would choose. Be sure to include occupational types in your thinking. Assign each person in the group to an occupation.

- Each person then reads his/her list and group discusses it. Look for values, stereotypes and why they assigned particular occupations to particular people.

- Ask each person how he/she felt with their assigned occupations.

7. **"I Learned that I" Activity":** (2)

Use questions as stimulus for processing any of the activities:

I learned that I ....
I realized that I ....
I relearned that I ....
I noticed that I ....
I discovered that I ....
I was surprised that I ....
I was pleased that I ....
I was displeased that I ....

8. **Decision Making:** (3)

On a plain piece of paper draw a line to represent your life. Start with your birth and include your ups and downs. Write in the major events that shape the lifeline you draw. After you have plotted your lifeline to where you are today, continue shaping it by projecting how you would like it to look in the future. (5 minutes)

How many of the actions that shaped your own lifeline resulted from the choices you made, and how many from choices others made for you? Is there evidence of action you've taken without really making a decision -- that is, something you did simply because it was expected of you?

Now, put the following symbols along your lifeline:

Put ! greatest risk

o critical decision that was made for you by someone else

+ best decision

- worst decision

? where you see a critical or important decision coming up in the future

Any conclusion?

How have decisions affected the shape of your lifeline? (Refer to major decision exercise in DECISIONS: Chapter 1)

Did you actually make the decisions that affected your life?

Summary: Decision-Making → Satisfaction, Freedom and Control

Freedom - A skilled decision-maker develops more choices from which to choose

Control - A skilled decision-maker has a better sense of the chances of attaining various options or alternatives that are available

9. Obstacles to Satisfying Decision-Making:

Review obstacles on page 12. Discussion of these and how they have experienced them personally and what other obstacles they have encountered.

10. Locus of Control:

Each person takes Rotter's Scale (4) and then discusses it.

- Ask each person to list their own decisions over which they have no control. Give examples of how they do have control. Have group discuss and give examples of how to gain control.

11. Removing Barriers to Action :(2)

Describe some action you would like to take or some decision you would like to make. Draw a line lengthwise down the middle of the paper. On the right hand side, list all the perceived or real barriers (both within and outside yourselves) keeping you from acting. On the left hand side of the paper, brainstorm ways to remove barriers. Then develop a plan of action. (The last step [brainstorming] was done in small groups, using focusing.)

12. Focusing: (2)

One group member is to be focused on for 5 minutes. Do not shift the attention to any other group member. Attempt to understand focus person's position, feelings and beliefs. Ask questions to help clarify. Make sure questions do not shift focus to yourself or reveal negative feelings or opinions you have.

13. Decision Making: Career Choice

You are being offered one of either of the following two positions:

Helminthologist (studies worms) - sure thing but only part-time.

Olericulturist (grows vegetables) - probable opening but not completely a sure thing; but it will be a full-time position.

You will need to decide by 5 o'clock which position you will choose.

1. On the basis of what you know now, which position would you choose.
2. Construct 3 specific questions to ask me concerning these two positions.

3. What would you do for the rest of the day to prepare for your decision?

Go around the group and have them share responses to 1, 2, 3.

Summary: Insight into how you make decisions and especially career decisions; also, insight into your occupational values; lead into decision making process.

15. Review Myths of Decision Making:

1. "A good decision is one that turns out well" - A good decision is one in which the skills of decision making are used to choose that alternative that is best according to the decision-maker's preference. The "goodness" of a decision is based on how it is made, not on how it turns out. A person has direct control over the decision, not the outcome. But, a good decision will increase your chances of having a good or satisfying outcome.

2. "To make a satisfying decision, all of the results must be positive."

3. "Commitment to make a decision implies the necessity to change."

16. Step-by-Step Decision Making Process (use career decision as an example and relate use of EMPHASIS workbooks to each step)

- Identifying the decision to be made
- Gathering information (relate SELF, WORK and PREPARATION to this step)
- Identifying the alternatives
- Weighing the evidence
- Choosing among alternatives
- Taking action (relate CHANGE to this step)

- Reviewing the DECISION

- Use a decision of someone in the class as an example and have class help them go through the steps

17. Levels of Decision (pages 19-21):

Have group pair up and share answers to questions on page 21 (allow 10 minutes). Add to Question 4: "What are the three things you would most like to do or accomplish in your future career?"

Any difficulties with the "levels of decision making" concept? Get a show of hands for each level.

18. Strategies for Making Decisions:

- Ask for a volunteer to share an upcoming, preferably career-related decision that needs to be made fairly soon. It should be an important yet troublesome decision, one which the student might benefit from some help from myself and the class. "Walk-through" each strategy and relate it to the decision. (List of strategies is on page 16.)

- Suggest that each student "walk-through" each strategy and relate it to their own decision.

19. "Who Am I?":

Ask students to write down on a sheet of paper ten responses to the question "Who Am I?" Ask them to try to use a noun as much as possible. Answers may include the roles played, beliefs held, responsibilities, groups belonged to, positive or negative qualities, interests or skills. Then have them rank their answers in terms of their importance.

In tryads, share ranked responses and one observation about their responses.

20. Ingredients of Self Awareness:

Lecture defining the ingredients on page 8 of SELF.

21. Introduce Autobiography:

Encourage people regarding the importance of this activity. Emphasize tips given in SELF (pp. 13-14).

22. Achievement Analysis: (pp. 11-13)

Steps 1 and 2 individually, then assign from step 3 to do in tryads. Suggestions to get more from activity:

- Try to identify achievements of earlier periods of life. Achievements of childhood (i.e., good at climbing and running) might help get in touch with interests and skills that are natural or more truly "your's". Later achievements might tend to be socialized or expected achievements.
- Try to identify achievements that "felt good" while you were in the process of doing them as well as those that "felt good" after they were completed.

23. Stereotypes:

Have students do activity in SELF on pps. 8-9.

Have students go through the list of occupations on pps. 22-23 in SELF. Beside each occupation place an M, F or B to indicate if it is appropriate for male, female or both.

Discuss stereotypes in general and their's specifically. Emphasize how they limit people. Note how angry we are when others stereotype us and yet we do it to ourselves.

24. Interest Inventory:

Ask students to respond to questions above Occupational Title Sort (SELF, page 21).

25. From One VIP to Another:

Have students select someone they would like to spend an afternoon interviewing. Can be anyone living or dead. What would they want to discuss? Then analyze what interests them.

26. **20 Satisfying Activities:** (2)

Ask students to list 20 satisfying activities which they have enjoyed and which have given them a sense of satisfaction. Spontaneity without censuring is essential to this exercise. Then have them note whether each activity is usually done alone or with people, involves processing data, involves working with things, may be work related, is consciously associated with a cost, is limited to a type of geographic area, is one of the five most important activities today, or will be one of the five most important activities in five years -- when was the last time you did each one?

- This activity is also helpful in identifying values

27. **Occupational Title Sort**

SELF, pp. 21-30.

28. **The Party Exercise:** (5)

The classroom becomes a room in which a party is taking place. At this party, people with the same or similar interests have (for some reason) all gathered in the same corner of the room.

Descriptions of Holland's Personality Type are posted in these different parts of the room. The descriptions are:

R = People who have athletic or mechanical ability, prefer to work with objects, machines, tools, plants, or animals, or to be outdoors.

I = People who like to observe, learn, investigate, analyze, evaluate, or solve problems.

A = People who have artistic, innovating or intuitional abilities, and like to work in unstructured situations, using their imagination or creativity.

S = People who like to work with people - to inform, enlighten, help, train, develop, or cure them or are skilled with words.

E = People who like to work with people - influencing, persuading or performing or leading or managing for organizational goals or for economic gain.

C = People who like to work with data, have clerical or numerical ability, carrying things out in detail or following through on other's instructions.

Students are instructed to:

1. Choose the corner of the room, to which you are instinctively drawn, having the group of people you would most enjoy being with for the longest time (leave aside any question of shyness, or whether you would have to talk with them). Record the letter on a sheet of paper.

2. After fifteen minutes, everyone in the corner you have chosen leaves for another party crosstown, except you. Of the groups that still remain now, which corner or group would you be drawn to the most, as the people you would most enjoy being with for the longest time? Record letter on a sheet of paper.

3. After fifteen minutes, this group too leaves for another party, except you. Of the corners, and groups, which remain now, which one would you most enjoy being with for the longest time? Record letter on a sheet of paper.

This party exercise is based on a simple truth, discovered by Dr. John Holland, that we all tend to be attracted to the people who have the same interests and skills as we do.

1. In our culture, most persons can be categorized as one of six types.

2. There are six kinds of environment.

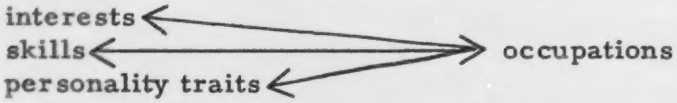
3. People search for environments and vocations that will permit them to exercise their skills and abilities, to express their attitudes and values, to take on agreeable problems and roles, and to avoid disagreeable ones. The better the fit → more work and life satisfaction.

4. Convert letters to theme labels (Holland's theme). Have students read through descriptions (SELF, p. 28) that were their first three choices and underline those characteristics true of themselves.

No one group will adequately describe the interests or traits of anyone; there is something of each group in everyone!

5. Holland's classification is useful to group or classify your interests and allows you to make generalizations about them; it may suggest ways in which you may use your interests occupationally.

6. Reciprocal relationship between interests, skills, personality traits and occupations:



7. Complete Occupational Title Sort (SELF, p. 30), i.e., have students select thirteen most preferred occupations from pages 22-23 in SELF and have them record those occupations and their corresponding occupational codes on SELF, page 30.

8. Pass around "The Occupational Finder" (6) and refer them to codes of occupations on pp. 22-23.

29. Discussion of "Skills" As a Misunderstood Word:

People of all ages and experiences freeze at the word "skills." Most people, when asked to enumerate their skills will respond with an answer characterized by two things:

1. They will name a few broad areas, like "I am good with people"
   or
2. They will refer to skills as something taught in high school or college.

When looking for skills, you are looking for any of the following that you may have exhibited when you were doing something: a capacity, or a natural gift, or an instinct, or an ability, or an aptness, or an eye for, or an ear for, or a knack, or something you have a good head for, or a proficiency, or a handiness, or a facility, or a know how, or some savvy about something or a strong point.

Skills fall into at least four different categories corresponding to the stages by which skills develop.(6)

1. Skills which you do only with great difficulty, and it looks difficult to the onlooker.

2. Skills which you do only with great difficulty, but it looks effortless to the onlooker.

3. Skills which you do effortlessly, and it looks effortless to the onlooker as well.

Exercise: Each student must come up with at least one skill in each category.

1. = easiest to recall (research, write)

2. = the next easiest (ski, tennis, jog)

3. = the least easy to put your finger on (handwriting, get up early)

Fourth Category of Skills

4. The talents you have been born with, which you have always been able to do effortlessly (typewriting vs/ finger dexterity)

   hardest to name because you've always had them

   points out the importance of the autobiography and achievement/ work experience analysis.

30. Discussion of Sidney A. Fine's "Definition of Skills" handout(8) . . .

    Adaptive, functional, and specific content or work-content skills

    Further discussion of Functional Skills; Sample Skills Vocabulary from Crystal and Bolles (Where Do I Go From Here With My Life), pages 209-211 (7)

31. Discussion of Data, People and Things Classification of Functional Skills; Refer to Appendix E in EMPHASIS: WORK. Ask students to read over descriptions of Functional Skills and circle those labels which apply to their own skills.

32. Achievement/Work Experience Analysis Exercise:

First give an example by reading waitress example on page 8 of Crystal and Bolles.(7) Divide class into trios. First A and B are to play instructor to C, letting C read about (or tell about) an achievement or a work experience saying what skills she or he sees; and then A and B are to add their own perception of the skills C missed. After five minutes, the roles are to be changed, and B and C play "instructor" to A in the same manner; then C and A are to play instructor to B.

33. Bolles Functional/Transferable Skills Chart (1)

Have students choose another achievement or work experience and review sections of chart that match what they feel is their Holland Pattern: First their primary type, next the next best descriptive type, etc.

A = Realistic
B = Conventional
C = Enterprising
D = Social
E = Artistic
F = Investigative

34. Grouping or Clustering Skills:

Crystal and Bolles handout (Where Do I Go From Here with my Life?, Crystal and Bolles pages 214-217).(7)

35. Values Auction (SELF, page 49)

36. What Would You do If . . .? (9)

Thinking about what you would do in each of the following situations may help you discover what you want and value. Write three actions you would take if:

You were the President of the United States.

You could do anything you wanted for one year.

37. Obituary:

Students are asked to write their own obituary. Emphasize that this is an opportunity for them to write it as they would like it to appear, with the assumption that their life (from now until death) went as they had hoped. Suggestions of things to include:

Jim Smith died yesterday from ....
He was a member of ....
He is survived by ....
At the time of his death he was working on becoming ......
He will be remembered for ....
He will be mourned by .... because ....
The world will suffer the loss of his contributions in the area of .....
He always wanted, but he never got to ....
The body will be ....
Flowers may be sent ....
In lieu of flowers ....

In trios, share obituaries and identify values that were represented.

38. Values Indicators:

1. Interests and Activities - how do I spend my time? What attracts my attention?

2. Feelings - what makes me happy, sad or angry?

3. Attitudes - opinions; what we are for and against.

4. Beliefs and Convictions - stronger than attitudes; what you would die or fight for, what you believe in.

5. Goals - what are the things you want to accomplish soon?

6. Aspirations - things we expect to accomplish someday but not soon.

39. **Life Values Ranking:**

Students write their definitions of success. They then rank order the values listed below:

LIFE VALUES

My "personal" definition of success is ______________________________

____

VALUES (listed in alphabetical order)

______ ACHIEVEMENT
______ ADVANCEMENT/GROWTH
______ BEAUTY
______ CHALLENGING WORK
______ CREATIVITY
______ FAITH
______ HEALTH (Physical and Mental)
______ HELPFULNESS
______ INCOME/WEALTH
______ INDEPENDENCE
______ JUSTICE AND FAIR TREATMENT
______ KNOWLEDGE
______ LOVE
______ LOYALTY
______ MORALITY
______ PLEASURE/FUN
______ POWER
______ RECOGNITION
______ RELIGION
______ RESPONSIBILITY
______ SECURITY
______ SOCIAL
______ WISDOM
______ WORTHWHILENESS

VALUES: (Priority order -- Top five, bottom two)

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

23. ____________________
24. ____________________

40. **Achievements and Work Experiences:**

Students refer to their lists of personal achievements and work experiences. (SELF, pp. 11-13.) For each, they list the value(s) reflected by that achievement or experience.

41. **Happiness Is:**

Students list 20 things that make them happy. Spontaneity without censuring is essential. Then, beside each activity, they write the value(s) reflected by that activity or item.

42. **Alligator River:**(2)

Facilitator tells the story below. Then each student ranks the five characters from the one they like the most to the one they like the least. Then, they list the value(s) represented by their ranking. Group discussion of the rank orderings emphasizes the differences in values.

The Alligator River Story

Rated "X":

Once upon a time there was a woman named Abigail who was in love with a man named Gregory. Gregory lived on the shore of a river. Abigail lived on the opposite shore of the river. The river which separated the two lovers was teeming with man-eating alligators. Abigail wanted to cross the river to be with Gregory. Unfortunately, the bridge had been washed out. So she went to ask Sinbad, a river boat captain, to take her across. He said he would be glad to if she would consent to go to bed with him preceding the voyage. She promptly refused and went to a friend named Ivan to explain her plight. Ivan did not want to be involved at all in the situation. Abigail felt her only alternative was to accept Sinbad's terms. Sinbad fulfilled his promise to Abigail and delivered her into the arms of Gregory.

When she told Gregory about her amorous escapade in order to cross the river, Gregory cast her aside with disdain. Heartsick and dejected, Abigail turned to Slug with her tale of woe. Slug, feeling compassion for Abigail, sought out Gregory and beat him brutally. Abigail was overjoyed at the sight of Gregory getting his due. As the sun sets on the horizon, we hear Abigail laughing at Gregory.

Rated "G":

Once there was a girl named Abigail who was in love with a boy named Gregory. Gregory had an unfortunate mishap and broke his glasses. Abigail, being a true friend, volunteered to take them to be repaired. But the repair shop was across the river, and during a flash flood the bridge was washed away. Poor Gregory could see nothing without his glasses, so Abigail was desperate to get across the river to the repair shop. While she was standing forlornly on the bank of the river, clutching the broken glasses in her hands, a boy named Sinbad glided by in a rowboat.

She asked Sinbad if he would take her across. He agreed to on condition that while she was having the glasses repaired, she would go to a nearby store and steal a transistor radio that he had been wanting. Abigail refused to do this and went to see a friend named Ivan who had a boat.

When Abigail told Ivan her problem, he said he was too busy to help her out and didn't want to be involved. Abigail, feeling that she had no other choice, returned to Sinbad and told him she would agree to his plan.

When Abigail returned the repaired glasses to Gregory, she told him what she had had to do. Gregory was appalled at what she had done and told her he never wanted to see her again.

Abigail, upset, turned to Slug with her tale of woe. Slug was so sorry for Abigail that he promised her he would get even with Gregory. They went to the school playground where Greg was playing ball and Abigail watched happily while Slug beat Gregory up and broke his glasses again.

43. Life Values Summary:

This activity helps summarize and put together several of the values clarification activities.

1. Transfer the rankings from the Value Ranking activity (#39) to column 1.
2. Refer to Achievements and Work Experiences Activity (#40). Each time a value is listed in that activity, place a check in column 2. (One value may have several checks.)
3. Refer to the 'Happiness Is' Activity (#41). Each time a value is listed in that activity, place a check in column 3. (One value may have several checks.)
4. Refer to Value Auction Activity (#35). For each value purchased, place a check in column 4.
5. Refer to Alligator River Activity (#42). For each value listed in that activity, place a check in column 5.
6. Use column 6 for any other values clarification activities.
7. Total the number of checks for each value (total checks in each row) and record in the Totals column.
8. Record the 5 values with the most checks and those 2 with the least checks.
9. Compare the new ranking with the initial ranking (column 1).
10. Analyze and discuss the similarities and differences.

LIFE VALUES SUMMARY

Values	Value Ranking	Achievements	Happiness is	Value Auction	Alli-Gator River	Others	Total
Achievement							
Advancement/Growth							
Beauty							
Challenging Work							
Creativity							
Faith							
Health							
Helpfulness							
Income/Wealth							
Independence							
Justice and Fair Treatment							
Knowledge							
Love							
Loyalty							
Morality							
Pleasure/Fun							
Power							
Recognition							
Religion							
Responsibility							
Security							
Social							
Wisdom							
Worthwhileness							

Values: The 5 values with the checks and the 2 with the lowest number of checks are:

1. ______________________
2. ______________________
3. ______________________
4. ______________________

5. ______________________
23. ______________________
24. ______________________

My new definition of success is ____

____

44. **Resolving Value Conflicts:**

Discuss ways of resolving value conflicts.

1. Use Weighing Evidence Activity in EMPHASIS: DECISIONS (pp. 58-61).
2. Try to identify what is underlying the confict (i.e., fear of risk, fear of failure, fear of change, lack of confidence, ambivalence, role conflicts, etc.) Refer to Chapter II of EMPHASIS: DECISIONS (pp. 10-14).
3. Separate into small groups to discuss individual value conflicts.

45. **Implementing Values:**

Lecture and class discussion on this topic.

Three steps:

1. Analyze if you are acting on values or not. (See Activities #46 and #47.)
2. After analyzing, explore question, "Do I Want to Change?" (Activity #47, part 2.)
3. Set goals to bring about changes. (Activities #49 - 51.)

46. **Daily Log** (EMPHASIS: SELF, p. 55):

Keep a detailed log for a week. Beside each activity, list the values reflected by that activity.

47. The Pie of Life:(2)

1. Draw a circle on board. "This circle represents a segment of your life. First, let's look at how you use a typical day. Divide your circle into four quarters, using dotted lines. Each slice represents six hours. Now, everyone please estimate how many hours or parts of an hour you spend on each each of the following areas on a typical day. How many hours do you spend:

    1. On sleep
    2. On school
    3. At work
    4. With friends, socializing, playing sports, etc.
    5. On homework
    6. Alone, playing, reading, watching TV
    7. On chores around the house
    8. With family including mealtimes
    9. On miscellaneous
    10. Or you may prefer to devise your own categories.

    Your estimates will not be exact, but they should add up to 24, the number of hours in everyone's day. Draw slices in your pie to represent proportionately the part of day you spend in each category."

2. In trios answer these questions:

    Are you satisfied with the relative sizes of your slices?

    Ideally, how big would you want each slice to be?

    Realistically, is there anything you can do to begin to change the size of some of your slices?

48. Goal Setting:

Do activity in EMPHASIS: DECISIONS (p. 31-33).

49. Goal Setting:

Guidelines for Goal Setting

1. Set specific behavior goals: replace "I will be" with "I will do" -- provide a guideline for action; a precise accurate measure of whether you succeed or fail in reaching your goal. Must specify a behavior!

2. Set reasonable goals: need to take into account your own past and current behavior.

3. Set flexible goals: use mistakes, failures or lack of activity as information to reevaluate and reset goals.

Questions to get at Goals and Aspirations:

1. What are My Lifetime Goals? Take into account all aspects of your life

2. How Would I Like to Spend the Next Five Years?

3. If I knew now that I was going to be struck by lightning and killed six months from today, how would I live until then? What would I do?

4. My Three Most Important Long Term Goals are . . .

Share with group answers to these questions and additionally complete:

I learned that . . .

I was pleased that . . .

I was disappointed that . . .

52. Ideal Life Style Inventory (SELF, pp. 57-58)

53. Transition from Present Lifestyle to Ideal Lifestyle:

In trios, discuss changes that need to be made to get closer to an ideal lifestyle. Discuss obstacles and problems in changing. Refer to goals set in activities #48-50.

54. Lifestyle Preferences:

Implications of your interests, skills and values.

* If you inherited one million dollars, what would you do?

the first week?
the first month?
the first year?
the first five years?

* Can you think of any places that might pay you to do the things you described?

* Would you continue with your present lifestyle?

* Would you work at all?

55. Ideal Job Fantasy:

IDEAL JOB FANTASY

Describe, in detail, your ideal job. A good way to do this is to describe a typical day. Describe it in as much detail as you would to a child. This will help you get to specifics in a straight-forward manner and on a simpler level, rather than using generalizations and jargon.

Remember, this is a fantasy so avoid confusing the issue with realism. (There's plenty of time to do that later.) Most of us err on the side of being too realistic and, therefore, we eliminate some very possible options.

(Use this same strategy when doing the Job Option Expansion on p. 54 of EMPHASIS: WORK.)

After you have described your ideal day on the job, read through the description looking for the following components:

1. Circle those statements which reflect things you must have in in a "real job."

2. Underline those statements which reflect things you would like to have, but are not "musts."

3. Make a list of skills you used (or would need to use) in your fantasy job.

4. Describe the work setting that appeared in your fantasy job.

5. Describe the other people who worked in your fantasy job.

6. List the values reflected in your fantasy job.

7. List (use creativity and brainstorming) some "real jobs" that incorporate components of your fantasy job.

56. Work Definition:

Do activities and reading in EMPHASIS:WORK (pp. 7-11). In small groups, discuss definitions of work. Brainstorm ways of turning leisure activities into paid employment.

57. Discussion of Information Gathering:

EMPHASIS: WORK, pp. 15-17. Have examples of print based information available or take a tour of the Career Section of a public library, college library, or counseling center career library.

58. Informational Interview:

EMPHASIS: WORK (pp. 38-42). Also refer to Where Do I Go From Here With My Life? (7) and What Color Is Your Parachute? (1)

- Role play informational interviews.
- Discuss problems (i.e., lack of confidence, procrastination, not knowing techniques) and ways to overcome them.
- In subsequent classes, have students report on informational interviews. Use group to support any difficulties and as a source of ideas.
- Pass around sheet for each person to indicate areas in which they would like to do informational interviews. Then have class provide any contacts they may have.

59. Career Patterns:

Lecture and discussion on patterns (EMPHASIS: WORK, pp. 47-50). Each student graphically represents that past career pattern and projects their future career. (WORK, p. 59). In dyads, explain their future and ways they propose to get there.

60. Career Clusters:

Lecture on clusters concept -- how it can be helpful. (EMPHASIS: WORK, pp. 50-53).

Settings Clusters
Function Clusters
Skills Clusters

- Do activity on pp. 57-58. In small groups, brainstorm occupations for clusters of interest to students. Have Occupational Outlook Handbook (10) and Dictionary of Occupational Titles (11), etc. available to refer to.

61. **Job Option Expansion:**

EMPHASIS: WORK, pp. 54-56. Walk one student through the activity. Separate into dyads or tryads. Each student walks through activity with help of others. (Have O.O.H., D.O.T., etc. available.)

62. **Working Statement:**

Students write working statement:

> I want to do (type of work) in (type of organization or setting), working with (type of people).

As they gather information, they are encouraged to revise statement periodically.

63. **Identifying the Decision:**

Discussion of the decision that needs to be made. There are often two categories:

1. Whether to go for further Preparation and Training;
2. What type of training to choose.

- Review the decision making process
- Have one student in each of the two categories "walk through" the decision making process.

64. **Local Options:**

Have students indicate types of training in which they have an interest. Refer to chart on pp. 11-15 of EMPHASIS: PREPARATION for suggestions. Have class brainstorm local options and places to look for further options.

65. **Speakers:**

Have representatives of different types of training options speak to the class.

66. Gathering Information about Self:

With regard to selecting a training program, students are encouraged to look at themselves:

1. Past record (EMPHASIS: PREPARATION, pp. 20-22).
2. Present evaluation of self (EMPHASIS: PREPARATION, pp. 23-25).
    - Separate into small groups to discuss individual goals, problems, motivations, etc.

67. Gathering Information about Programs:

Discuss the important types of information to gather about training programs (refer to EMPHASIS: PREPARATION, pp. 30-35).

- Review informational interview techniques

68. Obstacles to Success:

Students identify what obstacles they face in obtaining more training. As a class or small groups, students discuss and brainstorm solutions to these obstacles (i.e., fear of failure, unrealistic expectations of self, lack of confidence, role conflicts, family responsibilities, time problems, etc.)

69. Time Management:

Use a daily schedule plan (EMPHASIS: PREPARATION, pp. 53-54).

- Refer people to time management books
- Class brainstorm ways they manage time

70. Self Management:

These techniques can be used for several behaviors, such as study habits and time management.

- Self-Management (12)

S Specify the problem
C Collect data
I Identify patterns and possible problem sources
E Examine options and solutions
N Narrow options and experiment
C Compare current data with previous data
E Extend, revise or replace your solution

- Self-Management (13)

Some Strategies for Changing Behavior (the first E in SCIENCE, as above)

I. Changing Setting Events

  A. Avoiding Situations

  B. Altering Troublesome Situations

    1. Force self to be aware of problem behavior before it occurs
    2. Limit the range of stimulus situations associated with the problem behavior
    3. Eliminate reinforcing cues associated with the non-productive behavior

  C. Providing Supportive Stimuli

II. Establishing Effective Consequences

  A. Identifying Reinforcers (both plus and minus)

  B. Arrange Reinforcement Contingencies so that:

    1. Appropriate behavior is immediately reinforced
    2. Criteria for reinforcement are readily attainable
    3. Significant other people will support attainment of behavioral goals

  C. Aversive Consequences

III. Focusing on Contingencies

A. Purpose is to make yourself aware of behavioral consequences at the moment of behavior

B. Awareness of contingencies may be attained by:

1. Rearranging setting events
2. Self-verbalizing contingencies

IV. Using Covert Control

A. Use covert strategies only after selecting a goal, monitoring target behaviors, altering setting events, arranging consequences, focusing on contingencies and using covert control have been completed.

B. Overt behaviors may be altered through three major covert strategies:

1. Coverant pairs
2. Covert reinforcement
3. Covert sensitization

71. Self-Management:

Using a point/reward system. Refer to EMPHASIS: PREPARATION, pp. 60-62.

72. Definition of Assertive Behavior:

Discrimination betweeen Assertive, Non-Assertive and Aggressive Behavior. (Refer to EMPHASIS: CHANGE 1, pp. 10-11.)

73. Review Basic Human Rights:

Distribute handout here:

BASIC HUMAN RIGHTS

Right to refuse requests without having to feel guilty or selfish.

Right to feel and express anger.

Right to feel and express a healthy competitiveness and achievement drive.

Right to strive for self-actualization through whatever ethical channels one's talents and interests find natural.

Right to use one's judgment in deciding which needs are the most important for one to meet.

Right to make mistakes.

Right to have one's opinions given the same respect and consideration that other people's opinions are given.

Right to be treated as a capable human adult and not to be patronized.

Right to have one's needs be as important as the needs of other people.

Right to be independent.

Right to ask other people what they think about our behavior.

Right to express preference about others' behavior.

Right to demand others change their behavior if they are infringing on your rights.

74. Assertiveness Inventory:

Distribute handout here:

ASSERTIVENESS INVENTORY

The following questions will be helpful in assessing your assertiveness. Be honest in your responses. All you have to do is draw a circle around the number that describes you best. For some questions the assertive end of the scale is at 0, for others at 4. Key: 0 means no or never; 1 means somewhat or sometimes; 2 means average; 3 means usually or a good deal; and 4 means practically always or entirely.

1. When a person is highly unfair, do you call it to his attention? 0 1 2 3 4

2. Do you find if difficult to make decisions? 0 1 2 3 4

3. Are you openly critical of others' ideas, opinions, behavior? 0 1 2 3 4

4. Do you speak out in protest when someone takes your place in line? 0 1 2 3 4

5. Do you often avoid people or situations for fear of embarassment? 0 1 2 3 4

6. Do you usually have confidence in your own judgement? 0 1 2 3 4

7. Do you insist that your spouse or roommate take on a fair share of household chores? 0 1 2 3 4

8. Are you prone to "fly off the handle?" 0 1 2 3 4

9. When a salesman makes an effort, do you find it hard to say "No" even though the merchandise is not really what you want? 0 1 2 3 4

10. When a latecomer is waited on before you are, do you call attention to the situation? 0 1 2 3 4

11. Are you reluctant to speak up in a discussion or debate? 0 1 2 3 4

12. If a person has borrowed money (or a book, garment, thing of value) and is overdue in returning it, do you mention it? 0 1 2 3 4

13. Do you continue to pursue an argument after the other person has had enough? 0 1 2 3 4

14. Do you generally express what you feel? 0 1 2 3 4

15. Are you disturbed if someone watches you at work? 0 1 2 3 4

16. If someone keeps kicking or bumping your chair in a movie or a lecture, do you ask the person to stop? 0 1 2 3 4

17. Do you find if difficult to keep eye contact when talking to another person? 0 1 2 3 4

18. In a good restaurant, when your meal is improperly prepared or served, do you ask the waiter/waitress to correct the situation? 0 1 2 3 4

19. When you discover merchandise is faulty, do you return it for an adjustment? 0 1 2 3 4

20. Do you show your anger by name-calling or obscenitites? 0 1 2 3 4

21. Do you try to be a wallflower or a piece of the furniture in social situations? 0 1 2 3 4

22. Do you insist that your landlord (mechanic, repairman, etc.) make repairs, adjustments or replacements which are his responsibility? 0 1 2 3 4

23. Do you often step in and make decisions for others? 0 1 2 3 4

24. Are you able openly to express love and affection? 0 1 2 3 4

25. Are you able to ask your friends for small favors or help? 0 1 2 3 4

26. Do you think you always have the right answer? 0 1 2 3 4

27. When you differ with a person you respect, are you able to speak up for your own viewpoint? 0 1 2 3 4

28. Are you able to refuse unreasonable requests made by friends? 0 1 2 3 4

29. Do you have difficulty complimenting or praising others? 0 1 2 3 4

30. If you are disturbed by someone smoking near you, can you say so? 0 1 2 3 4

31. Do you shout or use bullying tactics to get others to do as you wish? 0 1 2 3 4

32. Do you finish other people's sentences for them? 0 1 2 3 4

33. Do you get into physical fights with others, especially with strangers? 0 1 2 3 4

34. At family meals, do you control the conversation? 0 1 2 3 4

35. When you meet a stranger, are you the first to introduce yourself and begin a conversation? 0 1 2 3 4

75. **Strategies for Assertive Responses:** (EMPHASIS: CHANGE 1, p. 11.)

- Include in Assertive Statement:

  1. Recognition of other person's feelings and rights
  2. Expression of your own feelings and rights
  3. Description of the goal of your assertive behavior

- Components of Assertive Behavior:

  1. Content
  2. Eye contact and facial expression
  3. Body posture and movement
  4. Voice tone and quality

76. **Role-Play Assertive Responses:**

Use situations in EMPHASIS: CHANGE 1 as stimuli for students to role-play. Class provides feedback.

77. **Identify and Rehearse Personal Situations:**

Students list five situations in which they would like to learn to behave more assertively; then rank (from 1 to 5) each situation as to its difficulty.

- Role-play these situations, starting with the easiest first
- May help to write assertive responses first
- May help to tape record responses to provide feedback for self

78. **Sharing of Problem Situations:**

- Analysis of a problem situation -- description of the situation, construction of a "good" assertive statement, focusing on four components of assertive behavior
- Students break into pairs and analyze a problem situation via (1) description and (2) construction of good assertive response

79. Readiness for Job Seeking:

Students analyze themselves in relation to their readiness for seeking a job. (Refer to EMPHASIS: CHANGE I, p. 19.)

80. A Job Seeking Process:

Lecture and discussion of a job seeking process. (Refer to EMPHASIS: CHANGE 1, pp. 20-22.)

81. Research behind the Job Search:

Review information gathering techniques. Stress the importance of non-traditional methods of seeking information (and, hence, job leads). (Refer to EMPHASIS: CHANGE 1, pp. 23-36.)

82. Informational Interview:

Review the usefulness of informational interviewing and its relationship to job seeking. Refer to Bolles(1), Crystal and Bolles(7), EMPHASIS: WORK, pp. 38-42, and EMPHASIS: CHANGE 1, pp. 26, 35-36.

83. Resume Writing: (CHANGE 1, pp. 37-42)

Lecture and Discussion of types of resumes and tips on writing resumes.

- Chronological Resume - an account of your experiences in the order in which they occurred
- Functional Resume - you pick out the major functions of the job you are seeking and then relate your experiences to these functions

84. Resume Do's and Don'ts:

DO'S

1. Do know the job you're aiming for and write a resume directed at that particular job -

   Shape your experiences to fit the job you're seeking. This way, you're preparing a mirror image of what the employer needs

2. Do list your achievements and how you solved problems -- not simply your responsibilities

3. Do use statistics when you can to show the results of what you did

4. Do use action words: you designed, coordinated, initiated, produced, supervised, etc.

5. Do be selective. Select those achievements which support most strongly your bid for the job you seek

6. Do use the proper language or jargon of the field

7. Do use the word "I" or "we"

8. Do be businesslike

9. Do be specific about your skills and accomplishments

10. Do include volunteer experience when relevant

11. Do include your job or career objective

DON'T'S

1. Don't include controversial material (you were fired, you dropped out of school)

2. Don't list names of people with whom you have collaborated -- unless they are famous

3. Don't use dates -- unless they are to your advantage

4. Don't include reference names and addresses

5. Don't state whether your work was paid or volunteer

6. Don't send out a messy resume

85. Cover Letters:

Lecture and discussion of cover letters. Refer to EMPHASIS: CHANGE 1, pp. 42-45.

86. Resume and Cover Letter Feedback:

Each student prepares a resume and cover letter. In dyads or small groups, give and receive feedback. Facilitator can read and make comments on them.

87. Interviews:

Lecture and discussion of job interviews. Give tips, have class brainstorm and report on things that have worked for them. Refer to EMPHASIS: CHANGE 1, pp. 52-55.

88. Job Interview Tips:(14)

Concentrate on strengths -

1. Do Your Homework - figure out what the employer wants.
2. Look the Part - find out what people in your field wear.
3. Ask Questions - try to establish a rapport with the interviewer.
4. Sell Your Abilities - you are in charge of what you want to communicate; be specific about your skills and relate them to the function of the job.
5. Field the Tough Ones - be prepared for the difficult questions. Before the interview, list the questions you are the most worried about. Then, work on your answers and practice them. "What's your biggest weakness?" Think of weaknesses that are really strengths.
6. Be Prepared to Show What You Can Do - come in with proposals, or ideas about what you would like to accomplish.
7. Keep Things Going - don't let the interview sink.

8. Write the Interviewer a Note - reiterate your feelings (hopeful and enthusiastic) and what attracts you to the job.

9. Do Better Next Time - be prepared for rejections and don't take them personally.

89. Role Play Interviews:

Students role play interviews, taking both the role of interviewer and interviewee.

- Get feedback from class
- Record the interview so students can give themselves feedback
- Refer to possible questions and problems (EMPHASIS: CHANGE 1, pp. 53-55).
- How did it feel to be interviewer? What tips does that give you as interviewee?

90. Overcoming Job Discrimination:

Lecture on laws, attitudes and experiences with discrimination.

- Review assertive training and its implication for this issue

91. Adjustment Curve:

Lecture and discussion of the ups and downs of a job search and the adjustments to a new job.

92. Stress Test:(15)

STRESS TEST

With the pace of life today, one thing that touches all of us is change. We move frequently; we change jobs; we hurry all day long. We send the children off to college; change spouses; have our taxes raised; lose old friends and make new ones.

All these events - good and bad - exact a penalty in the form of stress. And, depending on HOW MUCH stress you encounter, your health could be affected. The test on the following page was developed by psychologists to help predict (and perhaps prevent) physical problems that can result from too much change - and stress - in your life.

Think of what has happened to you in the past year as you read through the test. Jot down the point values for events that apply to you in the column at the right, then add up your score. If your total for the year is under 150, you probably won't have any adverse reaction. A score of 150-199 indicates a "mild" problem, with a 37 per cent chance you'll feel the impact of stress with physical symptoms. From 200 to 299, you qualify as having a "moderate" problem with 51 per cent chance of experiencing a change in your health. And a score of over 300 could really threaten your well-being.

You may want to figure the point values for events you anticipate in the next year. This will give a perspective of change with which you are going to have to cope.

*****

	LIFE EVENT	POINT VALUE	YOUR SCORE (insert values from column at left)
1.	Death of spouse	100	
2.	Divorce	73	
3.	Marital separation	65	
4.	Jail term	63	
5.	Death of close family member	63	
6.	Personal injury or illness	53	
7.	Marriage	50	
8.	Fired at work	47	
9.	Marital reconciliation	45	
10.	Retirement	45	
11.	Change in health of family member	44	
12.	Pregnancy	40	
13.	Sex difficulties	39	
14.	Gain of new family member	39	
15.	Business readjustment	39	
16.	Change in financial state	38	
17.	Death of a close friend	37	
18.	Change to different line of work	36	
19.	Change in number of arguments with spouse	35	
20.	Mortgage over $10,000	31	
21.	Foreclosure of mortgage or loan	30	
22.	Change in responsibilities at work	29	
23.	Son or daughter leaving home	29	
24.	Trouble with in-laws	29	
25.	Outstanding personal achievement	28	
26.	Wife begins or stops work	26	
27.	Change in living conditions	25	
28.	Revision of personal habits	24	
29.	Trouble with boss	23	
30.	Change in work hours or conditions	20	
31.	Change in residence	20	
32.	Change in recreation	19	
33.	Change in church activities	19	
34.	Change in social activities	18	
35.	Mortgage or loan less than $10,000	17	
36.	Change in sleeping habits	16	
37.	Change in number of family get-togethers	15	
38.	Change in eating habits	15	
39.	Vacation	13	
40.	Christmas	12	
41.	Minor violations of the law	11	

YOUR TOTAL: ☐

93. Coping with Change:

Lecture and discussion with class contributing ways in which they cope with change. Refer to EMPHASIS: CHANGE 2, pp. 19-21.

94. Strategies for Coping with Change:(16)

EMPHASIS: CHANGE 2, pp. 19-20, has Toffler's strategies for coping with change. Have students relate personal experiences relating to each strategy.

95. Making Adjustments:

Discuss the four ways to make adjustments -- (1) compliance; (2) confronting; (3) compromise and (4) integration. (EMPHASIS CHANGE 2, p. 21.)

96. Applying Adjustment Techniques:

Each student writes the solution for the situation on p. 21 of EMPHASIS: CHANGE 2. Discuss the different ways people approached the situation.

97. Applying Adjustment Techniques to a Personal Problem:

Have students identify and describe personal situations they have faced in the past, or they currently face, which need some type of adjustment. Class or small groups can discuss situation and possible ways to adjust.

98. Work Habits:

Students complete activity in EMPHASIS: CHANGE 2, pp. 22-23, and discuss their responses in small groups.

99. Interpersonal Communication Skills:

Lecture and discussion of communication skills. Refer to EMPHASIS: CHANGE 2, pp. 23-25.

100. Sending and Receiving Messages:

Have a student read one of the statements below and/or make up their own, determine what they mean by it , then send it to a second student. The second student makes a response. They interact for 2 or 3 times, then process what went on. Record the interchange. Using the recording, stop the recorder after each statement and have both students discuss what they "thought" the other person meant and how they felt. Then allow class to enter the discussion.

1. "Boy! Was I surprised when you told me how much money you make!"
2. "You really get lots of good assignments."
3. "I feel upset about our last meeting."
4. "There is no consistency around here."
5. "I sure like working with good people."
6. "This is a very interesting place to work."
7. "How much time do you think this will take you?"
8. "Do you plan to continue working here?"
9. "I have trouble with some people here."
10. "How long is your lunch period?"

101. Seeking Promotions:

Lecture and discussion on seeking promotions. Have class relate personal suggestions and experiences.

- Role play asking for a raise or a promotion

102. Evaluate Goals Set For Class:

Each student evaluates where they are in relation to goals set for themselves in regard to the class.

103. A Look To The Future:

Students set short term goals for the next few weeks and months. They set long term goals. Refer to EMPHASIS: CHANGE 2, pp. 34-39.

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APPENDIX E

APPENDIX E

CLASSES AND GROUPS **ACTIVITIES USED IN CLASSES AND GROUPS***

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
GENERAL 100 (1 CREDIT)	x			x	x	x							x		x	x			x	x		x	x					x	x	x	x			
GENERAL 108 (3 CREDIT)	x		x		x	x		x	x				x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
WOMEN'S CENTER GROUP	x				x		x	x	x				x	x	x	x	x	x					x	x	x	x		x	x	x	x		x	x
CHURCH GROUP	x			x	x	x	x		x	x	x	x			x	x	x		x	x		x	x					x	x	x				
COMMUNITY SERVICES I	x	x		x	x		x		x	x					x	x	x	x	x	x	x	x	x	x		x		x		x	x			
COMMUNITY SERVICES II	x	x	x	x	x	x	x	x	x	x			x	x	x	x	x		x	x		x	x					x	x	x	x			
CONTINUING ED. COURSE	x	x	x	x	x				x		x					x	x	x		x				x				x	x		x		x	

	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68
GENERAL 100 (1 CREDIT)	x	x			x		x						x	x		x	x						x	x		x	x	x	x	x				
GENERAL 108 (3 CREDIT)	x	x	x	x									x		x	x	x	x	x	x			x	x	x	x		x			x			
WOMEN'S CENTER GROUP		x	x	x									x		x	x	x	x	x		x		x	x	x	x		x	x					
CHURCH GROUP	x	x	x		x	x	x		x	x	x	x	x		x	x	x	x						x			x	x		x				
COMMUNITY SERVICES I	x												x	x	x		x			x			x	x			x	x	x	x		x	x	x
COMMUNITY SERVICES II	x	x			x	x	x		x	x	x	x	x		x	x	x	x						x			x	x		x				
CONTINUING ED. COURSE				x						x	x			x	x		x	x	x			x	x	x	x	x		x	x				x	

	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103
GENERAL 100 (1 CREDIT)		x		x	x	x	x	x	x	x					x	x	x			x					x	x								x	x
GENERAL 108 (3 CREDIT)		x		x	x	x	x	x	x	x					x	x	x			x														x	x
WOMEN'S CENTER GROUP		x		x	x	x	x	x	x	x					x	x	x																		x
CHURCH GROUP				x							x	x	x	x	x		x	x	x	x			x	x	x	x								x	x
COMMUNITY SERVICES I	x			x			x	x	x		x	x	x	x	x		x		x				x	x	x	x	x	x					x	x	x
COMMUNITY SERVICES II	x										x	x	x	x	x	x	x	x	x	x				x	x	x							x	x	x
CONTINUING ED. COURSE											x	x	x	x	x	x		x	x	x														x	x

*Refer to Description of Activities for details.

APPENDIX F

CONTENT TEST

APPENDIX F

The code underneath each item refers to the behavioral objective that is measured by that item. (Refer to APPENDIX B.)

1. All decisions produce:
A-2

a. some satisfying results
b. some not so satisfying results
[✓ c.] some satisfying results and some not so satisfying results
d. either a satisfying result or an unsatisfying result

2. To make a goal more specific and meaningful, you should:
C-23

[✓ a.] identify actions and include a time frame
b. seek professional consultation
c. avoid using generalizations
d. outline objectives for each goal

3. When you commit yourself to the decision-making process:
C-3

a. you have committed yourself to change
[✓ b.] you have the option of not changing
c. you have to acquire decision-making skills
d. none of the above

4. As the amount of information you gather increases, the risk will:
C-10

a. be eliminated
b. certainly decrease
[✓ c.] not necessarily decrease
d. probably increase

5. Career decisions are complex and difficult because:
C-7

a. they require only one major decision
b. they can never be changed
[✓ c.] they require a series of decisions
d. they have to be made without outside guidance

6. Decision making strategies are designed to improve your decision making skills and will:
C-1

a. set forth your appropriate goals
[✓ b.] help you take more control of your life
c. guarantee good decision making
d. make you more tactically analytical

7. One strategy for making a satisfying decision is to use:
C-1

a. an alternative decision making process
[✓ b.] a step-by-step decision making process
c. an overall stage outline
d. none of the above

8. Using the decision making process increases:
D-2

[✓ a.] your chances of choosing the most satisfying alternatives
b. the amount of time allotted to the task of making a decision
c. the number of goals you establish for yourself
d. the number of risks you will be faced with

9. The 4th level of the decision making process:
C-9

[✓ a.] is designing a plan of action
b. is setting a goal
c. is identifying all the possibilities
d. is the decision of commitment

10. Fill in the missing steps in a systematic decision making process:
D-1

1. Identify the decision to be made
2. ______________________________
3. ______________________________
4. Weigh the evidence
5. Choose among alternatives
6. ______________________________
7. ______________________________

11. A-2 Knowing your interests, skills, values and lifestyle preferences leads to:

a. a high-paying job
b. complete satisfaction
c. social acceptance
[✓ d.] self-awareness

12. B-3 A person who enjoys the precise use of objects, tools, machines, and animals is categorized by Holland into which one of the following groups?

a. conventional
b. investigative
c. enterprising
[✓ d.] realistic

13. A-4 The generalizations that a person has about what is appropriate behavior for males and females of various ages, are called:

a. projections
[✓ b.] stereotypes
c. feedback
d. euphemisms

14. E-2 A lifestyle is best defined as:

a. unusual behavior
b. conforming to fads
c. the way a person dresses
[✓ d.] the way one lives one's life

15. C-1 A skill is best defined as:

a. an aptitude for something
[✓ b.] an ability to do something
c. something which is taught
d. something which a person is paid for

16. E-2 Your present lifestyle can best be identified by:

a. your dreams
b. your expectations
[✓ c.] the way you spend your time
d. the way you choose friends

17. C-2 Which of the following is a personal skill?

a. gardening
b. decorating a house
c. manual dexterity
[✓ d.] efficiency

18. E-1 How much do you feel you know about your interests, skills and values?

a. a great deal
b. an adequate amount
c. very little
d. nothing

19. D-4 Once you know your values it is not important to reexamine them

a. true
[✓ b.] false

20. E-4 How able do you feel to select an ideal lifestyle based on your interests, skills and values?

a. very able
b. somewhat able
c. not able at all

21. C-3-1 The easiest way to gain awareness of work opportunities is to group the occupations which are related to or dependent upon one another. The most common way of grouping occupations is by:

[✓ a.] salary or training needed
b. skill, setting, or function
c. urban or rural
d. white collar or blue collar

22. A-1-1 The kind of work you choose will not affect your lifestyle

a. true
[✓ b.] false

23. C-1-2 Which of the following is an example of "horizontal movement"?

a. from sales trainee to sales person
b. from road laborer to paving machine operator
[✓ c.] from machine operator in Agri-business and Natural Resources cluster to machine operator in the Construction cluster
d. from intern in hospital A to resident in hospital B

24. C-1-5 All upward vertical movement requires the acquisition of new skills:

[✓ a.] true
b. false

25. C-2-1 Occupations are clustered together according to similar:

a. skills, education needed and title
b. areas of interest and abilities
c. training requirements
[✓ d.] skills, settings, and functions

26. B-1-1 Pay received, accompanying benefits, and skills required are examples of basic information gathered about a job. Additional information gathered should be determined by:

a. the particular job
b. the amount of time available
[✓ c.] what is important to the individual
d. what is important to society

27. B-1-6 Which of the following is not a source of information about occupations?

a. The Department of Labor
b. Newspaper Want Ads
c. Occupational Thesaurus
[✓ d.] Encyclopedia of Jobs

28. B-2-3 In a period when there is a constantly changing job market, a recommended way to acquire a degree of job security is to:

a. save a major portion of your salary
b. take a part-time job
[✓ c.] have an alternative job in mind for which you are qualified
d. keep a large enough sum of money in the bank to cover expenses for 6 months

29. B-5-5 Skills are most often divided into which of the following categories?

a. verbal, aural, manual
[✓ b.] data, people, things
c. technical or mechanical
d. visual or manipulative

30. B-6-1 If you wanted to gather information about a particular occupation and decided to conduct a personal interview with someone employed in the field, which of the following personal characteristics would prove to be the most useful in this situation?

[✓ a.] being assertive
b. being adventurous
c. being well-dressed
d. being a college graduate

31. B-3 List three reasons why you might do better in an educational or training program than you did in high school or college. One reason might be that you now have a greate understanding of the world.

1. ______________________________

____

2. ______________________________

____

3. ______________________________

____

32. Which of the following programs has
C-6 the least specified course or training requirements?

a. Liberal Arts
b. Week-end college
[✓ c.] external degree
d. work-related

33. A high attrition rate in a particular
B-9 program is likely to mean that:

a. program graduates are able to get jobs in the area of their training
b. program graduates are unable to get jobs in the area of their training
[✓ c.] the program is either too difficult or does not meet the needs of the students
d. the program is understaffed

34. Which of the following methods is
C-6 often used to document non-school experiences for school credit?

a. standardized tests
b. in-house tests devised by school faculty members
c. a work supervisor's validation
d. a student description of experience
[✓ e.] all of the above

35. Which of the following sources is
B-9 likely to offer the most reliable information about the quality of an educational program you are considering?

a. the program or institution's catalogue
b. the teachers or trainers giving instruction
c. program administrators
[✓ d.] former students

36. What is the process through which
B-9 private educational agencies give recognition to a school or training program which has met certain minimum qualifications or standards?

a. certification
[✓ b.] accreditation
c. acclamation
d. approval

37. If you are interested in a particular
B-9 job, the person whose opinion about different training programs is most important, is a (n):

a. guidance counselor
b. former student
c. instructor in the program
[✓ d.] prospective employer

38. What is a Department of Labor
B-9 Publication which is available in your Public Library and can be used to get information on the requirements for entering different occupations?

a. Digest of Vocational News
b. Dictionary of Occupations
[✓ c.] Occupational Outlook Handbook
d. Career Information Journal

39. Many schools are beginning to offer
C-6 credit for life experience which can be shown to relate to a person's educational goals, (i.e., work, travel and volunteer activities).

[✓ a.] true
b. false

40. If a school requires students to be
C-3 at least 18 years of age, high school graduates and residents of the state, the admissions policy is selective.

a. true
[✓ b.] false

41. D-2 In his book, *Future Shock,* Alvin Toffler has outlined six strategies for dealing with change. Circle the strategy which is used by the person in the case study at left from the list of strategies at right.

Case Study

"When I started with the company, there were only six of us. It was quiet, smooth working. Now the company is growing by leaps and bounds and it's getting noisy and harder to work. But, it's going to get larger, so I'll need to find a way to accept the noise and to do my work as usual."

Strategies

A. Be aware of overstimulation and under stimulation.
B. Take a good look at your body's reactions, both physical and mental, and see how it is accepting change.
C. Join a group of people going through the same change.
D. Maintain a lasting relationship with people or objects in order to create some stability.
[✓ E.] Anticipate and prepare for change.
F. Use the services of a crisis counseling center when overwhelmed or in need of information.

* * * * * * * *

42. B-9 People who have acquired valuable experience doing volunteer work can best express their skills in which of the following resume styles?

[✓ a.] functional
b. organizational
c. formative
d. chronological

43. B-10 The primary function of a cover letter is to:

a. add information you have not covered in your resume
b. indicate your writing capabilities to the company
[✓ c.] obtain an interview
d. specify the salary you are interested in

44. C-2 In a job interview, if you have any special problems, (i.e., emotional instability, alcoholism or a personal handicap), you must be:

a. able to camouflage your problem
b. able to justify your problem
[✓ c.] prepared to explain why it will not affect your ability to work
d. willing to accept a lower pay scale

45. A-1 The ability to be assertive involves being able to:

a. compromise your interests
[✓ b.] communicate effectively
c. lead other people
d. demonstrate skills

46. Most people get their jobs through a(n):
B-4

[✓ a.] word-of-mouth grapevine
b. employment agency
c. newspaper advertisement
d. placement service

47. Which one of the following techniques can help you to become knowledgeable about your field of interest and introduce you to prospective employers?
B-8

a. shotgun approach
[✓ b.] informational interview
c. advertising in newspapers
d. reading trade journals

48. The best way to get an interview is to call the personnel office of the company in which you are interested:
B-15

a. true
[✓ b.] false

49. When a young married woman is asked by a prospective employer if she plans to have children, she should:
B-15

a. say she doesn't know
b. say she will never have children, even if she plans to
[✓ c.] impress upon the person that having a job is her top priority and this will not be affected by having children
d. say the person is discriminating against her and leave

50. On a job, the most crucial aspect of interpersonal skills is:
D-3

a. resourcefulness
b. leadership abilities
c. imagination
[✓ d.] good communication

NORTHERN VIRGINIA COMMUNITY COLLEGE
CENTS PROJECT

Dear Student:

The federal government is interested in the following information, to determine who is being served by the CENTS Project. Thus, we need a tally for each of the following categories.

DIRECTIONS: For each item, circle the phrase below that best describes you.

ITEM 1.
American Indian or Alaskan Native
Asian or Pacific Islander
Black/Negro
Caucasian/White
Hispanic

ITEM 2
Handicapped

Yes
No

ITEM 3
Low Income

Yes
No

ITEM 4
Male
Female

ITEM 5
22 years old and under
23-35 years old
36-45 years old
46-55 years old
56-65 years old
65 years old and over

ITEM 6
Less than high school education - high school diploma

High school diploma - 2 years' college experience or school based vocational training

2-4 years' college experience

Over 4 years' college experience

/continued.........

EXTENDED LEARNING INSTITUTE, 8333 LITTLE RIVER TURNPIKE, ANNANDALE, VIRGINIA 22003

ITEM 7

Less than 1 year of paid employment
1-5 years of paid employment
6-10 years of paid employment
11-20 years of paid employment
Over 20 years of paid employment

ITEM 8

On the whole I have been ____________________ with my previous jobs

very satisfied
satisfied
dissatisfied
very dissatisfied

ITEM 9

Have you ever received any career help from a counselor? Or have you taken any other career planning courses? If so, please explain below.

____

____

____

APPENDIX G

APPENDIX G

QUESTIONNAIRE

NAME: ____

Please read each question carefully and, when appropriate, place a check beside the answer which describes your feelings the best. For some questions, you will need to write in your answers.

PART I With regard to the course in general:

1. How satisfied were you with the Life/Career Planning course and its instructor?

Very dissatisfied ________
Dissatisfied ________
Indifferent ________
Satisfied ________
Very satisfied ________

2. What were your reasons for being:

Dissatisfied: ____________________________________
____

Satisfied: ____________________________________
____

3. Do you have any suggestions for improving the Life/Career Planning course?

____
____

4. Would you recommend the Life/Career Planning course to a friend with career problems?

Yes ________
No ________

5. There are several ways that you can get career planning help. For example, one would be the course or workshop that you have just completed. Rank the following ways of getting career planning help by giving a 1 to that mode which best suits your needs; a 2 to that mode which suits your needs next best, etc. Consider factors such as time, cost, location, and your learning style. Be sure to rank each mode!

__________ 12-14 session on-campus course for credit

__________ 15-week independent study course for credit

__________ Community Service course (7 sessions, non-credit)

__________ Women's center workshop (7 sessions, non-credit)

__________ Church/synagogue based workshops (7 sessions, non-credit)

__________ Use of EMPHASIS workbooks at Library

__________ Use of EMPHASIS workbooks at home with help of a counselor

__________ Use of EMPHASIS workbooks at home without the help of a counselor

PART II. With regard to the EMPHASIS Workbooks:

1. Did you read the EMPHASIS workbooks?

Yes, mostly __________
Yes, partly __________
Not for the most part __________
Not at all __________

2. Of the materials that you did read, did you write in the answers to the activities?

Yes, mostly __________
Yes, partly __________
Not for the most part __________
Not at all __________

3. How much time did you spend reading and working through the EMPHASIS workbooks?

a. approximately ________ hours per week

b. approximately ________ total

4. How satisfied were you with the EMPHASIS workbooks?

Very dissatisfied ________
Dissatisfied ________
Indifferent ________
Satisfied ________
Very satisfied ________

5. What were your reasons for being:

Dissatisfied: ____

____

Satisfied: ____

____

6. Specifically, do you have any suggestions for improving the EMPHASIS workbooks?

____

____

____

7. Would you recommend the EMPHASIS workbooks to a friend with career problems?

Yes ________
No ________

8. Did the EMPHASIS workbooks help you resolve the career concerns which led you to seek out career planning help?

Yes, mostly ____________
Yes, partly ____________
Not for the most part ____________
Not at all ____________

9. If the EMPHASIS materials were recommended, not required, for this course, and if you couldn't get them for free, how much would you pay?

For each workbook ____________
For the entire series ____________

9a. Please a check in the space opposite each of the activities below that you have done since you began the Life/Career Planning course:

________ used the step-by-step decision-making process at least once

________ prepared a list of satisfying decisions I have made

________ set short term goals regarding a decision I need to make

________ set long term goals regarding a decision I need to make

________ completed a step-by-step analysis of my achievements

________ wrote an autobiography

________ identified my major interests, values and skills

________ decided which 3 Holland groups resemble my interests and personality the best

________ have investigated several occupations using print-based sources of information

________ decided on what monetary and non-monetary rewards I need to get from my ideal job

________ conducted at least one informational interview

________ plotted my career pattern and know where I would like my career to go in the next 10 years

________ researched local education and/or training options

________ investigated the education and/or training requirements for entering an occupation of interest to me

________ visited a school or training site to get information

________ submitted an application to a school or training program

________ conducted an informational interview

________ made at least one contact for job information

________ wrote my resume

________ practised job interviewing with a friend

APPENDIX H

APPENDIX H

BLOCKS SHOULD BE CUT OUT

GUIDE TO GOALS

People have many different career concerns with which they might need help. Please use this form, "Guide to Career Goals" to help tell which career issues attracted you to the EMPHASIS series and to tell what you think these Life/Career Planning booklets could do to help you in the future.

Write in the boxes.

MOST PEOPLE HAVE CAREER-RELATED CONCERNS AT SOME TIME IN THEIR LIVES. THESE CAREER CONCERNS INCLUDE ISSUES SUCH AS "WHICH OCCUPATION TO GO INTO," "HOW TO FIND OCCUPATIONAL INFORMATION," "WHAT AM I GOOD AT," "I CAN'T MAKE DECISIONS," AND "SHOULD I GO BACK TO SCHOOL."

IN THE BOXES ABOVE, PLEASE LIST YOUR MAJOR CAREER CONCERNS. THESE CONCERNS MAY OR MAY NOT BE ON THE LIST ABOVE. IT MIGHT HELP IF YOU THINK OF WHAT ATTRACTED YOU TO THE EMPHASIS LIFE/CAREER PLANNING SERIES IN THE FIRST PLACE. TRY NOT TO USE MORE THAN SIX WORDS TO LIST ANY ONE OF YOUR CAREER CONCERNS OR PROBLEMS.

1. BE REALISTIC. PICK CONCERNS THAT REALLY CAN BE CHANGED AND THAT YOU WANT TO CHANGE. (FOR EXAMPLE -- DO NOT PICK "AGE" AS A PROBLEM, BECAUSE YOU CANNOT CHANGE HOW OLD YOU ARE.)
2. TRY HARD TO THINK OF AT LEAST 3 CONCERNS.
3. PLEASE WRITE IN ONLY ONE CONCERN FOR EACH BOX.

Write in △ the numbers.

SOME OF YOUR CAREER CONCERNS MAY BE MORE IMPORTANT TO YOU THAN THE OTHERS. PLEASE USE THE FOLLOWING NUMBERS TO SHOW HOW STRONG YOUR FEELINGS ARE ABOUT EACH OF YOUR CONCERNS. YOU CAN USE THE SAME NUMBER FOR MORE THAN ONE CONCERN, IF NECESSARY.

3 = MOST IMPORTANT TO YOU. THE CONCERN IS VERY IMPORTANT TO YOU AND IT ABSOLUTELY MUST BE HANDLED.

2 = CONCERN IS NOT AS IMPORTANT AS 3, BUT MORE IMPORTANT THAN 1.

1 = THE CONCERN IS FAIRLY IMPORTANT TO YOU, BUT YOU COULD GET ALONG IF THIS CONCERN HAD NOT BEEN DEALT WITH YET BY THE TIME YOU COMPLETED THE EMPHASIS SERIES.

WRITE IN FOR EACH OF YOUR CONCERNS THE NUMBER YOU HAVE CHOSEN TO SHOW THE IMPORTANCE OF THAT CONCERN TO YOU. YOU CAN GIVE THE SAME NUMBER TO PROBLEMS THAT SEEM EQUALLY IMPORTANT TO YOU.

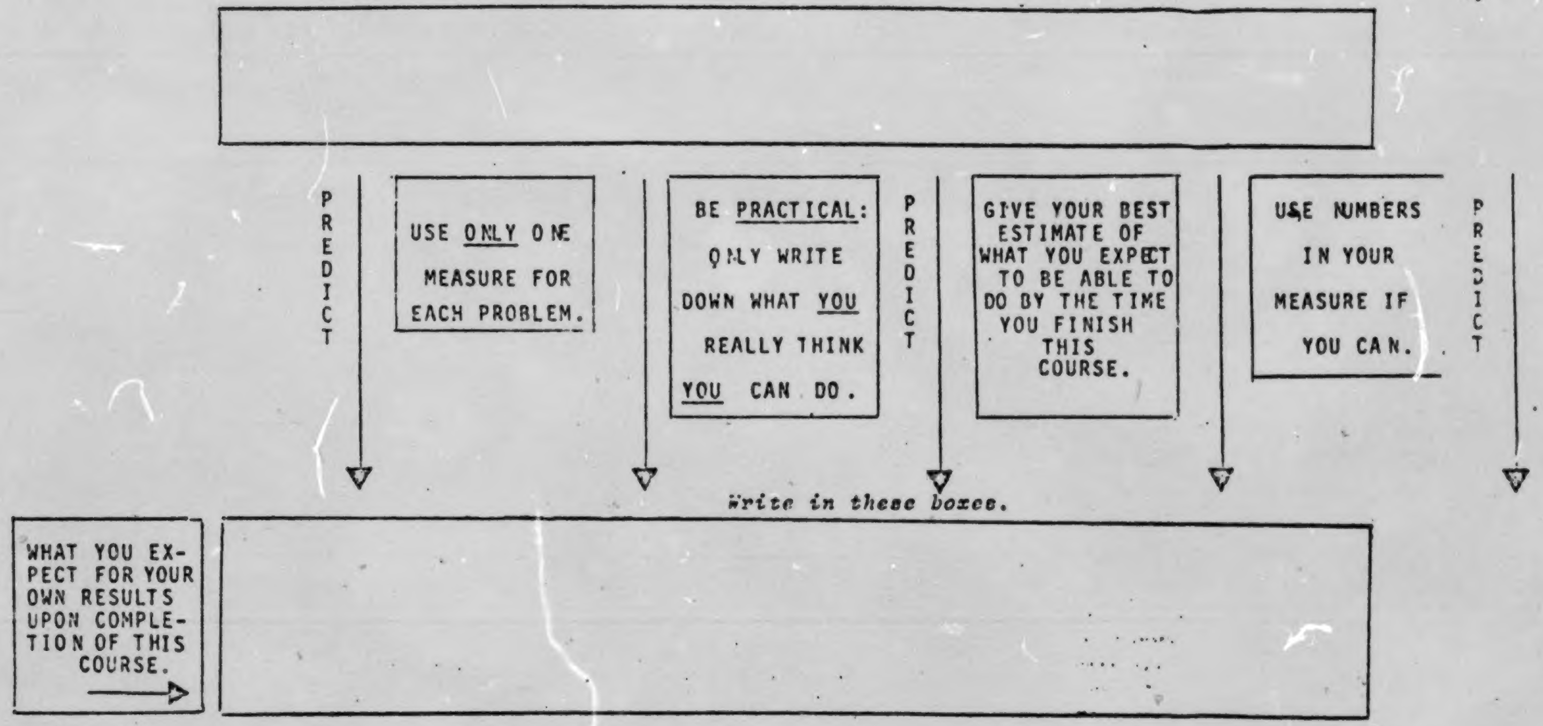
After you have written in the number, go on to the next page.

NOW THINK OF ONE PRACTICAL, SPECIFIC WAY OF MEASURING HOW WELL YOU ARE DOING WITH EACH OF YOUR CAREER CONCERNS. FOR EXAMPLE, IF YOU WERE WORRIED ABOUT "ASKING QUESTIONS IN A JOB INTERVIEW," ONE SIMPLE WAY TO MEASURE HOW WELL YOU WERE DOING WOULD BE TO RECORD THE NUMBER OF TIMES YOU ASKED QUESTIONS IN A JOB INTERVIEW. OR, IF YOU WERE CONFUSED ABOUT "WHAT'S IMPORTANT TO ME," ONE USEFUL MEASURE MIGHT BE THE NUMBER OF VALUES YOU CAN IDENTIFY AND RANK. IF YOUR PROBLEM WAS "FAMILY RESPONSIBILITIES" A GOOD MEASURE MIGHT BE THE NUMBER OF STRATEGIES YOU CAN DEVELOP TO HELP YOU COMBINE YOUR CAREER AND FAMILY RESPONSIBILITIES.

BE PRACTICAL. BE SPECIFIC. PICK REAL-LIFE MEASURES THAT FIT YOU AND YOUR CAREER CONCERNS. EACH MEASURE SHOULD GIVE SOMEONE ELSE A BETTER UNDERSTANDING OF WHAT YOUR CAREER CONCERN MEANS TO YOU. YOUR MEASURES SHOULD BE CLEAR ENOUGH SO SOMEONE ELSE COULD TELL WHEN YOU WERE MAKING PROGRESS.

NOW, ON THE NEXT PAGE, FORECAST WHAT YOU THINK WILL HAPPEN BY THE END OF THIS COURSE WITH REGARD TO EACH OF YOUR MEASURES. OF COURSE, YOU CANNOT KNOW FOR SURE HOW WELL YOU WILL BE DOING, BUT GIVE THE BEST ESTIMATE YOU CAN. FOR EXAMPLE, IF YOUR CAREER CONCERN IS "NARROWING MY CAREER CHOICE," YOUR PREDICTION FOR YOUR PROGRESS AT THE TIME OF COMPLETION OF THIS COURSE MIGHT BE "THERE ARE ONLY THREE DIFFERENT CAREERS THAT INTEREST ME NOW."

After you have thought up a measure for each
the next page and use your measure to



USE ONLY ONE MEASURE FOR EACH PROBLEM.

BE PRACTICAL: ONLY WRITE DOWN WHAT YOU REALLY THINK YOU CAN DO.

GIVE YOUR BEST ESTIMATE OF WHAT YOU EXPECT TO BE ABLE TO DO BY THE TIME YOU FINISH THIS COURSE.

USE NUMBERS IN YOUR MEASURE IF YOU CAN.

Write in these boxes.

WHAT YOU EXPECT FOR YOUR OWN RESULTS UPON COMPLETION OF THIS COURSE. →

BE REALISTIC ABOUT:

1. WHAT YOU CAN ACCOMPLISH. FOR EXAMPLE, DON'T EXPECT SOMEONE TO COME KNOCKING ON YOUR DOOR OFFERING YOU THE JOB OF YOUR DREAMS THE MINUTE YOU FINISH THE EMPHASIS SERIES.

2. THE AMOUNT OF TIME AND ENERGY THAT YOU WILL DEVOTE TO EACH OF YOUR MAJOR CONCERNS.

3. HOW MUCH SUCCESS YOU'VE HAD BEFORE IN DEALING WITH YOUR CAREER CONCERNS.

BY THIS TIME YOU SHOULD HAVE ALREADY WRITTEN DOWN WHAT YOU THINK IS THE MOST LIKELY RESULT FOR EACH OF YOUR CAREER CONCERNS UPON COMPLETION OF THIS COURSE. HOWEVER, IT IS POSSIBLE TO DO MUCH BETTER THAN EXPECTED ON SOME OF YOUR CAREER CONCERNS.

IN THE BOXES AT THE BOTTOM OF THE NEXT PAGE, USE THE SAME REAL-LIFE MEASURES YOU USED TO PREDICT YOUR EXPECTED RESULTS. ONLY THIS TIME, WRITE IN WHAT THE SPECIFIC RESULTS WOULD BE IF YOU DID MUCH BETTER THAN YOU NOW EXPECT. SHOW SPECIFICALLY HOW YOU WOULD BE DOING SOMETHING DIFFERENT. USE NUMBERS IF YOU CAN. FOR EXAMPLE, IF YOU EXPECTED TO BE "INTERESTED IN ONLY THREE DIFFERENT CAREERS" DOING MUCH BETTER MIGHT BE "INTERESTED IN ONLY ONE CAREER."

EXPECTED OR MOST LIKELY RESULTS	

BE REALISTIC. DO NOT SET GOALS FOR YOURSELF THAT YOU ARE SURE YOU COULD NOT REACH. FOR EXAMPLE, IMAGINE THAT YOUR CONCERN WAS THAT "I WANT TO GO BACK TO COLLEGE" AND YOUR REAL-LIFE MEASURE WAS "PURSUING A DEGREE." IF YOU HAD NO PREVIOUS COLLEGE EDUCATION, YOUR "MUCH BETTER THAN EXPECTED" PREDICTION SHOULD NOT BE "GETTING A B.A. DEGREE," BECAUSE IT IS NOT REALISTIC TO ACHIEVE THIS BY THE TIME YOU FINISH THIS COURSE. INSTEAD, YOU MIGHT WRITE DOWN SOMETHING LIKE "COMPLETING 15 CREDITS TOWARDS MY DEGREE."

Go on to the next page and fill in the "Much Better than Expected"

FILL-IN THE "MUCH BETTER THAN EXPECTED" LEVEL, AND THEN GO ON TO THE NEXT PAGE.

REMEMBER TO USE THE SAME MEASURE AS IN THE EXPECTED LEVEL: FOR EXAMPLE, IF YOUR EXPECTED LEVEL ON A SCALE SAID "TALKS TO 2 PLUMBERS ABOUT THEIR WORK," THE MUCH BETTER THAN EXPECTED RESULTS MIGHT BE "TALKS TO 5 PLUMBERS ABOUT THEIR WORK."

EXPECTED OR MOST LIKELY RESULTS

MUCH BETTER

MUCH BETTER

DOING MUCH BETTER THAN YOU EXPECT

MUCH BETTER

Write in these boxes

Now go on to the next page.

MUCH BETTER THAN EXPECTED RESULTS →

MUCH WORSE THAN EXPECTED

MUCH
WORSE
THAN
EXPECTED
RESULTS →

Write in these boxes

[illegible] ARE OPTIMISTIC AND PEOPLE DO MUCH WORSE THAN THEY ORIGINALLY EXPECTED. IN THE BOXES [illegible] REAL-LIFE MEASURES YOU USED BEFORE. FOR EACH CONCERN PUT IN YOUR ESTIMATE OF WHAT THE [illegible] DID MUCH WORSE THAN YOU EXPECTED. EACH LEVEL FOR EACH CONCERN SHOULD SAY SOMETHING DIFFERENT

EXPECT [illegible]

[illegible] MEASURES [illegible] FILL IN THE TWO LEVELS FOR EACH OF YOUR CON- [illegible] THAN EXPECTED' RESULTS AND 'SOMEWHAT BETTER THAN EXPECTED [illegible] A LITTLE [illegible] A LITTLE BETTER THAN THE EXPEC- [illegible]

Go on to the next page

1. PLEASE FILL-IN THE
LAST TWO LEVELS.
2 NEXT, FOR EACH
OF YOUR PROBLEMS,
PLEASE MAKE A
MARK (*) AT THE
LEVEL THAT SHOWS
HOW WELL YOU
ARE DOING NOW,
TODAY.
THIS MARK WILL
HELP SHOW WHERE
YOU STARTED WITH
YOUR CONCERNS,
AND WHETHER OR
NOT YOU IMPROVE
IN THE FUTURE.

Go on to the next page.
- - - - - - - - ->

TAKE ANOTHER LOOK AT PAGES 2 AN 3 WHERE THE SAMPLE GUIDE TO GOALS FORMS ARE. SEE IF YOUR GUIDE TO GOALS IS PUT TOGETHER IN ABOUT THE SAME WAY AS THE SAMPLES. NATURALLY, THE ACTUAL CAREER CONCERNS THAT YOU DISCUSSED WILL BE AT LEAST SOMEWHAT DIFFERENT THAN THOSE IN THE SAMPLES.

Go on to the next page.

----------▷

NOW, TEAR OUT THE CARBON COPY OF YOUR FOLLOW-UP GUIDE FORM AND TURN IT IN TO YOUR INSTRUCTOR AT YOUR NEXT CLASS.

YOUR INSTRUCTOR WILL BE CALLING YOU IN THE NEAR FUTURE TO DISCUSS THE GOALS THAT YOU HAVE SET.

PROGRAM EVALUATION PROJECT	Client Constructed GOAL ATTAINMENT FOLLOW-UP GUIDE			
	CONCERN 1 Number =	CONCERN 2 Number =	CONCERN 3 Number =	CONCERN 4 Number =
MUCH WORSE THAN EXPECTED RESULTS				
SOMEWHAT LESS THAN EXPECTED RESULTS				
EXPECTED OR MOST LIKELY RESULTS				
SOMEWHAT BETTER THAN EXPECTED RESULTS				
MUCH BETTER THAN EXPECTED RESULTS				

APPENDIX G

Satisfaction Questionnaire *

Students Who Did Not Complete The Course

Of students who completed the questionnaire -

- 72% stated they would probably have completed the work in a classroom-based course.
- 78% found the workbooks useful.
- 83% felt they would use the workbooks at a later time.
- 72% indicated lack of self-discipline and/or need for group interaction as reasons for not completing the course.
- 56% indicated personal responsibilities took time away from studying.
- 39% indicated family or personal illness as the reason for not completing the course.

PERCENTAGE OF STUDENTS WHO PERFORMED BEHAVIORS RELATED TO MAJOR WORKBOOK OBJECTIVES			
used the step-by-step decision making process at least once	67	researched local education and/or training options	28
prepared a list of satisfying decisions	44	investigated the education and/or training for entering occupation of interest	33
set short-term goals regarding a decision I need to make	67	visited a school or training site to get information	22
set long-term goals regarding a decision I need to make	50	submitted an application to a school or training program	28
completed a step-by-step analysis of achievements	28	conducted an informational interview	22
wrote an autobiography	11	made at least one contact for job information	39
identified major interests, skills and values	61	wrote my resume	22
decided which 3 Holland groups resemble my interests and personality the best	44	practiced job interviewing with a friend	6
investigated several occupations using print-based sources of information	17	plotted career pattern through 10 years in future	22
decided on what monetary and non-monetary rewards I need from ideal job	28		

---

* The complete results, from which this descriptive summary was taken, are contained in Appendix ___.

APPENDIX H

CONTRACT QUESTIONNAIRE

EMPHASIS QUESTIONNAIRE

Dear Student:

We, the developers of the EMPHASIS series, are extremely interested in what you think about the EMPHASIS booklet(s). In exchange for one or more of the EMPHASIS booklets we would like you to fill out this short questionnaire. We would also like to briefly interview you over the phone in about two weeks to find out how well EMPHASIS met your career needs. If you are willing to help us out in this way, then complete this questionnaire and turn it in to ______________________________.You may then request a copy of the unit(s) of your choice.

P.S. Be sure to read through the INTRODUCTION before you complete the following questionnaire.

NAME: ____

ADDRESS: ____

____

PHONE: (day)______________________________ (night)______________________

Are you interested in working through part or all of any of the booklets as an assignment from a class instructor or counselor? Yes________ No______

Which of the following booklet(s) are you interested in obtaining:

__________EMPHASIS:DECISIONS

__________EMPHASIS:SELF

__________EMPHASIS:WORK

__________EMPHASIS:PREPARATION

__________EMPHASIS:CHANGE

What do you expect to have accomplished after using the selected EMPHASIS booklet(s)? In other words, what do you want to learn, be able to do or get out of the EMPHASIS booklet(s)? LIST YOUR GOALS on pg. 2. Make these goals as specific and realistic as possible. Your goals should also be immediately obtainable. For instance, consider this goal:

"As a result of using the EMPHASIS:CHANGE booklet, I expect to get a job."

The above goal is unspecific (what kind of job?); unrealistic (EMPHASIS:CHANGE will not get you a job but it will show you what you will need to do to get yourself a job) and is not immediately obtainable. A better goal would read like this:

"As a result of using the EMPHASIS:CHANGE booklet, I expect to know what specific steps to take to maximize my chances of getting a satisfying job in my field."

/continued.....

LIST AS MANY GOALS AS YOU LIKE, BUT LIST AT LEAST ONE.

1. ________________________________

2. ________________________________

3. ________________________________

4. ________________________________

APPENDIX I

LEARNING LAB/LIBRARY SATISFACTION QUESTIONNAIRE

____
NAME

PART I

First, remember the goals you listed on the brief questionnaire you completed when you first picked up the books? These goals are listed below. Read through each one and then make a judgment concerning the extent to which you met your goal.

1. Your first goal was ____

____

Concerning this goal, rate, on a scale of 1 to 5, the extent to which you achieved your goal, with 3 meaning that you got out of the workbook(s) what you expected to, 1 meaning that you did much better than you expected on this goal, and 5 meaning that you did much worse than expected on this goal. Naturally, 2 would signify "better than expected" and 4 "less than expected."

Circle the appropriate number:

First goal:	1	Much better than expected results
	2	Better than expected results
	3	Expected results
	4	Less than expected results
	5	Much worse than expected results

2. Your second goal was ____

____

Concerning this goal, rate, on a scale of 1 to 5, the extent to which you achieved your goal, with 3 meaning that you got out of the workbook(s) what you expected to, 1 meaning that you did much better than you expected on this goal, and 5, meaning that you did much worse than expected on this goal. Naturally, 2 would signify "better than expected" and 4 "less than expected."

Circle the appropriate number:

Second goal:	1	Much better than expected results
	2	Better than expected results
	3	Expected results
	4	Less than expected results
	5	Much worse than expected results

3. Your third goal was ______________________________________

____

Circle the appropriate number:

Third goal:
1 Much better than expected results
2 Better than expected results
3 Expected results
4 Less than expected results
5 Much worse than expected results

4. Your fourth goal was ______________________________________

____

Circle the appropriate number:

Fourth goal:
1 Much better than expected results
2 Better than expected results
3 Expected results
4 Less than expected results
5 Much worse than expected results

5. Your fifth goal was ______________________________________

____

Circle the appropriate number:

Fifth goal:
1 Much better than expected results
2 Better than expected results
3 Expected results
4 Less than expected results
5 Much worse than expected results

7. What were your reasons for being:

Dissatisfied: ________________________________

____

Satisfied: ________________________________

____

8. Specifically, do you have any suggestions for improving the EMPHASIS workbooks?

____

____

____

9. Would you recommend the EMPHASIS workbooks to a friend with career problems?

Yes ________
No ________

10. Did the EMPHASIS workbooks help you resolve the career concerns which led you to seek out career planning help?

Yes, mostly ________
Yes, partly ________
Not for the most part ________
Not at all ________

11. Read the following list(s) of activities that correspond to the workbook(s) you have received. Indicate, with an "X", those activities that you have done since you started working on the workbook(s).

DECISIONS

________ used the step-by-step decision-making process at least once

________ prepared a list of satisfying decisions I have made

________ set short term goals regarding a decision I need to make

________ set long term goals regarding a decision I need to make

PART II

You have taken the(se) workbook(s)

DECISIONS ________
SELF ________
WORK ________
PREPARATION ________
CHANGE I ________
CHANGE II ________

1. Did you read the(se) EMPHASIS workbook(s)?

Yes, mostly ________ (If so, skip to #4)
Yes, partly ________ (If so, skip to #4)
Not for the most part ________ (go to #2)
Not at all ________ (go to #2)

2. If you haven't gone through any of the Unit(s) you took home, why not?

3. Are you planning to do so at a later date?

4. Of the materials that you did read, did you write in the answers to the activities?

Yes, mostly ________
Yes, partly ________
Not for the most part ________
Not at all ________

5. How much time did you spend reading and working through the EMPHASIS workbook(s)?

a. approximately ________ hours per week

b. approximately ________ hours total

6. How satisfied were you with the EMPHASIS workbook(s)?

Very dissatisfied ________
Dissatisfied ________
Indifferent ________
Satisfied ________
Very satisfied ________

SELF

________ completed a step-by-step analysis of my achievements

________ wrote an autobiography

________ identified my major interests, values and skills

________ decided which 3 Holland groups resumble my interests and personality best

WORK

________ have investigated several occupations using print-based sources of information

________ decided on what monetary and non-monetary rewards I need to get from my ideal job

________ conducted at least one informational interview

________ plotted my career pattern and know where I would like my career to go in the next 10 years

PREPARATION

________ researched local education and/or training options

________ investigated the education and/or training requirements for entering an occupation of interest to me

________ visited a school or training site to get information

________ submitted an application to a school or training program

CHANGE

________ conducted an informational interview

________ made at least one contact for job information

________ wrote my resume

________ practised job interviewing with a friend

PLEASE TURN TO THE NEXT AND FINAL PAGE OF THIS QUESTIONNAIRE AND COMPLETE BOTH SIDES.

PART III

The Federal Government is interested in the following information, to determine who is being served by the CENTS Project. Thus, we need a tally for each of the following categories. This information is confidential and will not be associated with individuals.

DIRECTIONS: For each item, circle the phrase below that best describes you.

ITEM 1.
- American Indian or Alaskan Native
- Asian or Pacific Islander
- Black/Negro
- Caucasian/White
- Hispanic

ITEM 2. Handicapped

- Yes
- No

ITEM 3. Low Income

- Yes
- No

ITEM 4.
- Male
- Female

ITEM 5.
- 22 years old and under
- 23-35 years old
- 36-45 years old
- 46-55 years old
- 56-65 years old
- 65 years old and over

ITEM 6.
- Less than high school education - high school diploma

- High school diploma - 2 years' college experience or school based vocational training

- 2-4 years' college experience

- Over 4 years' college experience

/continued ....

ITEM 7. Less than 1 year of paid employment
1-5 years of paid employment
6-10 years of paid employment
11-20 years of paid employment
Over 20 years of paid employment

ITEM 8. On the whole I have been ____________________ with my previous jobs

very satisfied
satisfied
dissatisfied
very dissatisfied

ITEM 9. Have you ever received any career help from a counselor?

Yes
No

ITEM 10. Have you taken any other career planning courses?

Yes
No

LEARNING LAB/LIBRARY EVALUATION QUESTIONNAIRE

PART II **Question No. 2:** If you haven't gone through any of the Unit(s) you took home, why not?

1. I found that after starting to read "Work", it was geared more for an adult who has had time to live on his/her own and who has had a few more years working experience than I have.

2. I skimmed through them and read a lot of the first book, but there were a lot of conflicts in my life and I was unable to put energy into reading them thoroughly. Plus, I was in the process of moving. I intend to read them at a later date.

3. I started but exams hit, work started and I just have not sat down and done it yet.

4. Didn't do decisions because of time pressures. Taking 2 courses and working full time.

5. I went through page 47 of "SELF" ; no more.

6. Because of full time wo rk and part time school demands, and another approach to my needs was arranged with a career counselor.

7. I have been out of town for one month since picking up the books and have had two weeks of company recently.

8. I haven't had the time to spend on it.

9. I was busy studying for my classes and did not allow myself enough time to work on the EMPHASIS series. Also, as I began doing the exercises in the workbooks, I felt that perhaps they were not exactly oriented for a person in my age group.

PART II -- Question No. 2 - continued:

10. Of the six workbooks I asked for, I read only a portion of one. I found it extremely difficult to undertake alone.. I feel that, for my personal usage, the EMPHASIS series would be most beneficial in a group experience. If this could be arranged, I would be very interested in participating. If there are no plans for this, I will return the unused 5 workbooks.

11. Extreme time demands.

12. I have not had time to use the book since I have gotten a full-time job.

13. The booklets are very informative, however, I am not now at the stage where they will be of most benefit. I still have at least 5 years of schooling (since I am going part time), before I will be ready to fully utilize these books. The counselor who recommended the books was a bit premature.

14. I started the EMPHASIS unit, but skipped to the WORK unit when I discovered I really wanted to find out what kind of career I wanted.

LEARNING LAB/LIBRARY EVALUATION QUESTIONNAIRE

ARLINGTON LIBRARY

PART II: QUESTION # 2: IF YOU HAVEN'T GONE THROUGH ANY OF THE UNIT(S) YOU TOOK HOME, WHY NOT?

1. I loaned it to someone who I felt needed information on self help more urgently. It is also difficult to force yourself to change patterns in order to make yourself do something, i.e., getting a new job.

2. I was able to get myself going on my second goal in other ways. I still need help on the first goal but "one thing at a time", as they say.

3. I have several part-time jobs, and I have not had time to do the work the books require.

4. I started a new job and am taking a course at night -- I just don't have the time right now to finish.

5. Takes longer than expected.

LEARNING LAB/LIBRARY EVALUATION QUESTIONNAIRE

FAIRFAX LIBRARY

PART II: QUESTION #2: IF YOU HAVEN'T GONE THROUGH ANY OF THE UNIT(S) YOU TOOK HOME, WHY NOT?

1. Family responsibilities; travel; started a typing course and training school.

2. Lack of time.

3. I have been too busy with school and work.

LEARNING LAB/LIBRARY EVALUATION QUESTIONNAIRE

	PART II #7		PART II #8
	Dissatisfied	**Satisfied**	
1.		Confirmed some feelings I have and gave me some insight.	Workbooks tend to do a lot of stereotyping especially "SELF".
2.	I found that after starting to read "WORK", it was geared more for an adult who has had time to live on his/her own and who has had a few more years working experience than I have.		I wish that they had geared the Workbooks a little more toward the 18-22 year age group.
3.			
4.		More self-awareness - many points to ponder while doing routine chores.	
5.	I found parts difficult to do on my own. Group discussion would be helpful.	I found it a very clear-cut way of breaking down problems and of identifying them - very thought provoking.	I think the workbooks are excellent, but could be more helpful if used in conjunction with a course or a counselor.
6.			--Omit item 12, p. 48, SELF (2 of the choices are dishonest) --Couldn't understand exercise p. 461 SELF --WORK, p. 24, $50 a year saving in clothing expenses is too low a figure. No one could outfit themselves for $50 a year. Uniforms might be as little as $50 a year but a normal work wardrobe (not supplied) would be more.

LEARNING LAB

LEARNING LAB/LIBRARY EVALUATION QUESTIONNAIRE

PART II
#7

PART II
#8

	Dissatisfied	Satisfied	
7.		I felt it gave me insight into my potential and more self-knowledge and information.	
8.			
9.			
10.			
11.		Weaknesses learned about self. Need to work on alternatives after making a decision.	
12.	I can't imagine anyone actually going through this series on her/his own and filling in all the blanks. The materials seem much more appropriate to a group seminar approach.	I like the encouragement the workbooks give to the middle-aged or older person making changes in his/her life. There is a very positive "can do" spirit emanating from these materials. Packed with excellent techniques and information. CHANGE I and the Job Discrimination part of CHANGE II are especially informative. I like the tone of these books best. They don't talk down to me.	Life Style inventory - checking "ver important" to the "little need ..." statements makes no sense! Letter to self praising satisfying decision - I'm uncomfortable with this page - seems silly and condescending. In values section I think more emphasis should be placed on changing values. Autobiographical material may reveal obsolete values - Ask "Is this a value I hold today? Is it still important to me?"
13.		Forced me to put my ideas into specific words - easier to evaluate.	

LEARNING LAB/LIBRARY EVALUATION QUESTIONNAIRE

	PART II #7		PART II #8
	Dissatisfied	Satisfied	
4.		They were very well written - kept my attention. They pointed out many things I didn't realize.	Ch. on "Interests" - The Occupational Title Checklist should be 1. longer, 2. removable; kept having to turn back and check over it for information on following pages. Other than that - GREAT!!
5.	I didn't have a cut and dry decision.	Set-up was valuable, several good points, valuable information.	
6.			
7.		It helped me to stop limiting myself to what I was "supposed to do".	No, they're just great.
8.		The reasoning was carefully thought out. Very professional - reflected professional authorship. What I expected to find in such material written by such specialized people.	No further suggestions to make.
19.	These books are only designed for maintaining the status quo.	They are very useful if you plan on pursuing an orderly productive life.	Since I'm really not familiar with them I have no recommendations at this time.
20.	Took so much time (which she says was really good in the long run).	Interesting. Helped in my other class (fortified what I learned in class).	
21.		They seem reasonably effective; an objective approach to gaining subjective insights.	Perhaps - Separate answers from Workbook.

LEARNING LAB/LIBRARY EVALUATION QUESTIONNAIRE

PART II #7		PART II #8
Dissatisfied	**Satisfied**	
	Workbooks made you go step by step, so you could really look at yourself.	No, they are good for what they have.
	The books broke big decisions into small considerations and simplified what looked to be an overwhelming problem.	
I feel unqualified to answer this because I have not read the material thoroughly - would rather wait to make comments.		
	I felt like I started to focus on my goals - especially pertaining to my weak areas.	None at this point - but I am a long way from completing the series.
	It put my thinking process in writing.	Make it more available.
	Learned better study habits and to allocate time for studying as well as desirable surroundings for study time.	I think the material is well presented. I also believe they would assist anyone with the things they have assisted me with.
	The questions were right in suggesting me to be programmed.	
	The books I have completed have helped clarify many areas for me (i.e. how to go about making decisions).	

LEARNING LAB/LIBRARY EVALUATION QUESTIONNAIRE

	PART II #7 Dissatisfied	PART II #7 Satisfied	PART II #8
31.	I felt that it (the series) was not intended to help a person in my age group. It focuses more on the middle-aged, married group. I have not really read enough of the books yet to have found reasons to be dissatisfied, though.		
32.	The problem I find with any of these books is after you do all the exercises there is still only one thing left to do, and that was what was there to be done in the beginning - go out and apply for that job you want. As a result of my using this unit I have enrolled in a shorthand course. I am going to work for a temporary secretarial employment agency so I can get direct exposure to different places of work. I have an inkling of the type of business I would like to work at. While I look for that job I'll have a way to support myself. I can't see me taking permanent employment after following the assertive suggestions on getting a job only to find I don't like it. I don't feel these books have presented me with 1-2-3 answers to what type of job I'm best suited for. Because I get in my mind that I want to do one job my answers seem to all point that way. Then after a considerable time delay in which I fancy being something else I look at my answers again, and lo-and-behold that job is just where my answers are pointing to. How do you measure the validity of such units as these?	I have read various other career books and units and found this basically the same. I have read Bolles' What Color Is Your Parachute (and other books whose names I can't recall). I have taken self-directed study, career interest, and curriculum major tests. I think I got further on these exercises than those in books like Bolles. Probably because your questions were more directly put and the examples i.e. the story in EMPHASIS: WORK comparing the self-employed mechanic and the mechanic who wasn't self-employed was a good example of direction to follow in answering any questions. I spent the most time working on the SELF unit. The sub-grouping unit #2, 3, 4 (pages 24-25) were very good. I found the WORK and CHANGE units informative but didn't do many of the exercises.	In the SELF unit you might include a unit called PLACE. Where you live influences the things you do and like to do. Also places you enjoy may be a clue to the type of working environment.
33.			

LEARNING LAB/LIBRARY EVALUATION QUESTIONNAIRE

	PART II #7		PART II #8
	Dissatisfied	Satisfied	
34.		Because they made me stop and think about myself and what I wanted.	
35.		I felt they were very well done and an excellent tool to learning.	More of them.
36.		The books helped me with steps for decisions.	
37.		The books did help me to reach my goals in a manner I found very easy to follow.	Only that more people should be mad aware of this series and before the get to a point where they might fee that they cannot change their life styles.
38.		In particular, EMPHASIS: SELF was quite helpful to me as it helped provide a basis for understanding my own needs, goals, and desires. Entire series was cogent and helpful; the series coordinated well.	Less introspective; design an addition to deal with human social and work relationships. Provide cassette and film as supplementary aids.
39.			
40.	Didn't learn much I didn't already know.		
41.		Because I learned a very good method of organizing a job campaign and the importance of an informal interview.	
42.		Were very good discovery techniques.	I found it distracting to have to flip back to previous sections of the booklets.

LEARNING LAB/LIBRARY EVALUATION QUESTIONNAIRE

LEARNING LAB

	PART II #7		PART II #8
	Dissatisfied	Satisfied	
3.		Basic thought processes necessary to deciding on career.	Not for the mainstream of average person who would be using them.
4.			
5.		The books were so thorough and well thought out.	
6.		In spite of the fact that the book was not exactly what I thought it would be, it did cause me to think of what I was getting into.	The workbook I used was good, but it only dealt with how you were going to be able to do something. This makes me think what you already have is good as is.
7.	Of the six workbooks I asked for, I read only a portion of one. I found it extremely difficult to undertake alone. I feel that for my personal usage the EMPHASIS series would be most beneficial in a group experience.		
48.	Not enough depth to help in redefining career direction.	Helped me by reminding me of the important things to consider.	No, but I think they are geared for a student in or just out of high school.
49.		I have a better understanding of myself, my interests, etc. It was enlightening to see a certain theme pervading my satisfying experiences.	

LEARNING LAB

LEARNING LAB/LIBRARY EVALUATION QUESTIONNAIRE

	PART II #7		PART II #8
	Dissatisfied	**Satisfied**	
50.		Very similar to the decision-making chapter in my BUAD 164 course.	No.
51.		It gave me some ideas in improving my position at work and with the public.	
52.		The books make one aware of areas in one's life you don't ordinarily consider.	No.
53.		I learned a lot about myself; also I was able to see alternatives to the goals I wish to achieve.	I think the books shouldn't assume every person has had a formal education or a job that was fulfilling.
54.		Actually, I didn't seem to need most of the books. Once I got them and read them, the only one I feel I got anything out of was "where to look for jobs" and the section about resumes.	I had the feeling these books were primarily aimed at a housewife who didn't know how to do anything else. They would probably be very helpful for that type of person, but I feel they were rather elementary for the most part.
55.		They force you to think about things concerning my life instead of procrastinating to a later time.	
56.		They are very well put together and really do help separate my muddled thoughts.	Make the standard high school literature.

LEARNING LAB/LIBRARY EVALUATION QUESTIONNAIRE

	PART II #7		PART II #8
	Dissatisfied	**Satisfied**	
57.		Helped me understand myself more, and to related jobs.	Don't know of anything to add at this time.
58.		1) The step-by-step system used to present material; 2) information was very useful (example, how to improve decision-making process, prepare for job interview, understand self).	Emphasis workbooks are already fantastic!, but if opportunity permits, how about including general information for international students - minorities? (example, housing, tutors for students, social activities, etc.)
59.		The Emphasis workbooks have helped me to make conscious decisions about my career during my spare time.	No.
60.	I was unrealistic in hoping that the workbook would suddenly point out my career plan to me.		It's difficult in using these workbooks when you can't write in them.

ARLINGTON LIBRARY

LEARNING LAB/LIBRARY EVALUATION QUESTIONNAIRE

	PART II #7		PART II #8
	Dissatisfied	**Satisfied**	
1.		Very complete data - awareness	
2.	Some of the examples too simplistic - for example #1, p. 23, DECISIONS	Gave me a discipline, short-steps, progression	1. Give some suggestions on how to form and conduct groups to undertake the series and be mutually beneficial. 2. Suggest ways for the series to be utilized without most of the writing (using taperecorder-dialogue-?). As it is, like most career aids it is much more valuable to those who relate easily to writing and are skilled in writing!
3.		It was gratifying to be presented with an organized and integrated arrangement of educible questions and exercises, and pertinent real-life situations, that brought enlightenment to a formerly chaotic and disorganized process of career/life planning.	
4.		The step by step process; the case histories (simple yet to the point), varied points and illustrations, the philosophy that CHANGE is possible, probable and necessary.	The problem, unfortunately, seems to be with the self help aspect. In the midst of all these gutsy matters, one really desperately needs to talk things over with a disinterested party. A husband/wife will not suffice.
5.		It emphasized that change must and can come from within using outside help.	

ARLINGTON LIBRARY

LEARNING LAB/LIBRARY EVALUATION QUESTIONNAIRE

	PART II #7		PART II #8
	Dissatisfied	**Satisfied**	
6.		Seemed fairly well organized and down to earth.	More emphasis on women and their value choice.
7.			
8.	It didn't seem to me that putting in writing my significant experiences (e.g. achievements, decisions made) was worth the effort when my important traits could be derived in my own mind from those experiences.	It is a good catalyst for making me formulate (and write down) important characteristics (e.g. type of work activity I'm most interested in, blocks to implementing decisions).	
9.		The questions and exercises were thought-provoking, the format logical and precise.	
10.		Because I have come to a decision I need to make.	
11.		I found the workbooks synthesized all of the information for which I had been searching. I believe they will provide a total experience for any person in the pursuit of a new career or job. I have reviewed materials used in various other career and life planning workshops and found them to be grossly inadequate. Your materials were especially helpful to me in the areas of skills and interests analysis and classification.	

LEARNING LAB/LIBRARY EVALUATION QUESTIONNAIRE

ARLINGTON LIBRARY

	PART II #7		PART II #8
	Dissatisfied	**Satisfied**	
12.		Material was explicit; intelligible; supportive (and feedback); breaks down complex feeling/thinking processes into workable pieces.	I felt the DECISION workbook should have spent more time on the process of engaging a person's commitment. I believe many people who have trouble making career decisions have trouble because of low self-esteem. They don't make a commitment because they don't believe their commitment is meaningful to other people.
13.		Very clear; lots of examples and good ideas - very needed series.	They look excellent - would be most effective if used in conjunction with a course or with a counsellor or a group of people going through same process. It's an overwhelming task and more so when faced alone.
14.		The workbook presents guidelines which takes the hassle out of decision-making.	No, I felt the decision-making booklet was very complete, to the point, and interesting.
15.		I expected that the workbooks might provide some structure to help me organize my thoughts, but I was surprisingly pleased to learn the exercises provide me some new insights into my own likes and dislikes.	I would have to finish all the workbooks and then try to evaluate the total process. I just can't offer an objective evaluation at this point.
16.			Have a course.

LEARNING LAB/LIBRARY EVALUATION QUESTIONNAIRE

FAIRFAX LIBRARY

	PART II #7		**PART II** #8
	Dissatisfied	**Satisfied**	
1.		Clear, concise guidelines; the most important part is "checkpoint" that makes sure you've learned what you thought you learned.	
2.			
3.			
4.			
5.		They made me put things (ideas) in order.	
6.		The workbooks covered necessary information in a clear, attractive manner. They demanded self-involvement.	A shorter form might be more successful with high school and college age students.
7.		Helped me.	
8.		These books have been timely, up-to-date and most beneficial in some of my classes.	
9.		It seems to be very understandable. I wish that there were some actual group sessions.	I think a time schedule must be worked out by each person. I wish I could have a few days to read decisions (alone) and give it the deep thought it deserves and then perhaps have counseling.
10.		They have helped me to face up to my real situation and have pointed some directions to follow.	

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LEARNING LAB/LIBRARY EVALUATION QUESTIONNAIRE

PART II #7		PART II #8
Dissatisfied	**Satisfied**	
1.	I have been looking for a long time, the material just reinforced all the things I knew, and it was just the fact that it was presented again, in a package, written form, that told me that I just ought to go ahead and do the job seeking.	
2.	I graduated from college in 1950. I have been working for 10 years but did not know current regulations.	I am not qualified to answer this.
3. Too much written exercises.	Good resource information.	Fewer written answers (my own) no bibliography.
4.	I learned a lot about requirements of some employment.	
5.	Because I did discover what job I want, and the education I need to get it.	
16.	I found it to be an interesting exercise that improved my decision-making process.	
17.	It helped me to see my ideas on paper and to realize my ability.	
8.	I thought it was very comprehensive and would help a person make a career decision.	

LEARNING LAB/LIBRARY EVALUATION QUESTIONNAIRE

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	PART II #7		PART II #8
	Dissatisfied	**Satisfied**	
19.		Helped channel my thinking in productive ways but I felt I should have spent more time on it.	Offer more multiple choice; some of the open questions are really difficult.
20.		Basically, clarified and focussed thinking on specifics.	Sometimes, it was too wordy or examples (case studies) did not interest me.
21.		I found some helpful information from the workbooks.	CHANGE I, p. 37, examples of resumes should include Military Record example in the resume examples considering the large number of people who have a military record.
22.		I found a lot of useful information.	
23.		The presentation of material in easy understandable language and the examples.	
24.		They were practically oriented and easy to follow.	
25.		They are easy to read - full of good information.	None at this time except for (1) make these books available for the people who need them.
26.		Helped me to see more abilities than I realized I had and I have been working harder at my goals since.	

LEARNING LAB/LIBRARY EVALUATION QUESTIONNAIRE

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	PART II #7		PART II #8
	Dissatisfied	**Satisfied**	
27.		The material was well presented.	
28.		They were very useful - forced me to focus and narrow my thoughts.	The workbooks are excellent - the person-to-person approach is necessary still. People who use these workbooks are under a great deal of stress - it would be helpfu and supportive to know you will hav an opportunity to speak with a counselor.
29.		Very well thought out; excellent illustrative thoughts.	Carry the idea further of the individual choosing his career rather than the job choosing the individual.